

SELF-STUDY REPORT

South Seattle Community College

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List of Acronyms

(Does not include class indicators such as ENG for English)

ACRONYM	DEFINITION
A.A.	Associate of Arts (degree)
A.A.S.	Associate of Applied Science (degree)
A.S.	Associate of Science (degree)
AACRAO	American Association of Collegiate Registrars and Admissions Officers
ABE	Adult Basic Education
ABR	Automotive Collision (body) Repair (program)
ACF	American Culinary Federation
ACRL	Association of college and Research Libraries
ACT	American College Testing
ADA	Americans with Disabilities Act
AECT	Association for Educational and Communications Technology
AFL/CIO	American Federation of Labor/Congress of Industrial Organizations
APAC	Academic Programs Advisory Committee
A.P.P.L.E.	A Positive Parent Learning Experience
ASE	Automotive Service Excellence
ASQ	American Society for Quality
ASSE	American Society of Safety Engineers
ASSET	Assessment Skills for Successful Entry and Transfer
AUT	Automotive Technology (program)
AY	Academic Year
BCSP	Board of Certified Safety Professionals
BIT	Business Information Technology (program)
BSG	Business Services Group
CADD	Computer Aided Drafting/Design
CAL	Computer Aided Learning
CAM	Computer Assisted Machining
CASAS	Comprehensive Adult Student Assessment System
CCSEQ	Community College Student Experience Questionnaire
CDL	Commercial Drivers License
CEC	Continuing Education Center
CIC	Curriculum and Instruction Committee
CIS	Computer Information System
CLAMS	College Librarians and Media Specialists
CLIC	Collaborative Learning and Instruction Center
CNC	Computerized Numerical Control (equipment)
COMPASS	COMputerized Placement and Assessment Support System
CPR	CardioPulmonary Resuscitation
CT	Computing Technology (program)
DBAR	District Budgeting, Accounting, and Reporting
EH&S	Environmental Health and Safety (Program)
ESL	English as a Second Language
FAA	Federal Aviation Agency

ACRONYM	DEFINITION
FACTC	Faculty Association of Community and Technical Colleges
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalency
GAAP	Generally Accepted Accounting Principles
GED	General Education Development
GPA	Grade Point Average
GSP	General Studies Programs
HDD	Diesel and Heavy Equipment Technology (program)
HVAC	Heating, Ventilation, and Air Conditioning
ICRC	Inter-College Relations Commission
IEAP	Institutional Effective Assessment Plan
IEC	Institutional Effectiveness Committee
IT	Information Technology (cluster)
IT	Instructional Technology
ITEC	Independent Technicians Education Coalition
ITV	Interactive Television (programs)
JATC	Joint Apprenticeship and Training Committees
LAN	Local Area Network
LEP	Limited English Proficiency
LHO	Landscape/Horticulture (program)
LLC	Library and Learning Center
LTS	Library Technical Services
LSTA	Library Services and Technology Act
MAD	Music, Art, and Drama
MAST	MAth Study Tutoring (center)
MCSE	Microsoft Certified Systems Engineer
MIS	Management Information System
MOSS	Managers of Student Services
NATEF	National Automotive Technicians Education Foundation
NIMS	National Institute for Metalworking skills, Inc.
NWAACC	Northwest Athletic Association of Community Colleges
OAL	Office of Adult Literacy
OFM	Office of Financial Management (State)
OH&S	Occupational Health and Safety (Program)
OPR	Occupational Program Review
OSHA	Occupational Safety and Health Administration
OTE	Occupational Teacher Education (program)
PALS	Partners and Learning Success
PIN	Personal Identification Number
PIO	Public Informatin Office
POS	Point of Sale
PTDIA	Professional Truck Driver Institute of America
Q	Quantitative (reasoning course)
QA	Quality Assurance (program)
QC	Quality Control
RFP	Request for Proposal
SBCTC	State Board for Community and Technical Colleges
SCANS	Secretary's Commission on Achieving Necessary Skills

ACRONYM	DEFINITION
SCCD	Seattle Community College District
SCCFT	Seattle Community College Federation of Teachers
SGID	Small Group Instructional Diagnosis
SLEP	Secondary Level English Proficiency
SLO	Student Learning Outcomes
SMG	Supervision and Management (program)
SMS	Student Management System
TAC	Technical Advisory Committee
TACTC	Trustees Association for Community and Technical Colleges
TESL	Teaching English as a Second Language
TLC	Teaching and Learning Center
USA	United Student Association
UW	University of Washington
VESL	Vocational English as a Second Language
WABERS	Washington Adult Basic Education Reporting System
WABO	Washington Association of Building Officials
WAC	Washington Administrative Code
WAOL	Washington On Line
WDL	Washington Department of Licenses
WISHA	Washington Industrial Safety and Health Administration
WSATC	Washington State Apprentice Training Council

Preface

Work began on South Seattle Community College's self study in 1998 when Dr. David Mitchell appointed Dolores Mirabella, a faculty member, to chair the Self-Study Steering Committee. In addition, the president appointed the Executive Committee to guide the self-study, insuring that all key deadlines were met. Members included: Marsha Brown, Director of Planning and Research; Dolores Mirabella; Karen Foss, Vice President for Student Services; Laura Parkins, Special Assistant for Accreditation; and Jill Wakefield, Vice President for Instruction. This team attended the training provided by the Northwest Association of Schools and Colleges in February 1998.

Dr. Mitchell also appointed a 19-member Accreditation Steering Committee, comprised of chairs of the standards and a cross section of programs, interests, and diversity. Dr. Mitchell emphasized the importance of a process that would lead to a stronger institution in light of the college's Mission and Goals, i.e., insights gained from the self-study report would have a positive impact.

An Accreditation Steering Committee orientation was held in April 1998. Training focused on ways to help the committee to assess every aspect of the institution, to provide a comprehensive analysis of the institution, and to identify strengths and weaknesses of the institution. Overall, each committee was to conduct a thorough analysis of its area of responsibility, with an eye toward assessing whether or not the college is achieving its institutional Mission and Goals.

Another training session followed with Dr. Margaret Kaus, Associate Director, in May 1998, where suggestions were provided to insure a valuable self-study process.

To support analysis by departments, a Research Task Force was appointed in August, 1998, to provide departments with data and data analysis. Primary research instruments were identified as Student Management System; Community College Student

Experience Questionnaires; employee climate surveys; follow up studies of graduates, employer surveys, internal and external program reviews; and Technical Advisory Committees.

Fall 1998, President's Day officially kicked off the college's self study. Dr. Sandra Elman, Executive Director of the Commission on Colleges, provided strategies for a successful self-study, and the committees met to discuss their roles and responsibilities.

Throughout the next two years, focus groups and college-wide sessions were held to discuss issues that arose through the standard committees activities.

All committees completed their self-study written reports spring quarter 2000. Revisions were made throughout the process. Near the end of the self-study process, a two day retreat was held in May 2000, with 25 representatives of the college ranging from the President and instructional administrators to standards chairs, faculty, and classified staff. The purpose was to address cross campus issues, to review and test recommendations, to provide candid feedback to each of the standards committees, to discuss college strengths and weaknesses, and to answer the question, "Does the study truly reflect the college?"

Once all materials were submitted, the Editor and Executive Committee consolidated reports into the final document, which was read by members of the Steering Committee, a group consisting of faculty and staff, and the President's Cabinet.

In early fall 2000, the self-study report was made available to the entire campus. Copies were placed in the unit offices, the library, and the self-study Exhibits Room. In addition, a copy was posted to the intranet.

Accreditation 2000 Team

EXECUTIVE COMMITTEE

Jill Wakefield, Ed.D., Vice President for Instruction and Accreditation Liaison Officer
Karen Foss, Vice President for Student Services
Dolores Mirabella, Chair, Steering Committee
Marsha Brown, Ph.D., Director of Planning and Research
Laura Parkins, Special Assistant for Accreditation

STEERING COMMITTEE

Judy Bentley	Dolores Mirabella, Chair
Roger Bourret	Kim Manderbach
Marsha Brown	Randy Nelson
Mike Castellano	Mark Palek
Cathy Chun	Laura Parkins
Lela Cross	Tom Phillips
Karen Foss	Frank Post
Judy Gray	Michael Prihoda
Matthew Horwitz	Eric Steen
Paula Herd	Kathy Vedvick
Don Howard	Mary Jo White
Ryszard Kwiecinsky	Kyle Winslow

Jessie McDonald, Editor

Standards Committees

Standard I, Institutional Mission and Goals/Planning and Effectiveness

Co-chairs: Marsha Brown, Ph.D.
Stan Hawley

Members: Karen Foss
Sue Nelson
Carolyn Dickson
Sara Baldwin
Tom Crane
Kevin Harwood

Standard II, Educational Program and its Effectiveness

Co-chairs Mark Palek
Tom Phillips

Members: Academic Programs
Ted Coskey
Marc Franco
Mary Lantz
Mike McCrath
Tim Walsh

Professional/Technical Programs
Fred Allen
Dan Cassidy
Ashley Chang
Dennis Colgan
Tom Crawley
Dave Dobrich
Trish Evans
Meg Ford
Judy Gray
Suzanne Griffin
Ray Harry
Rob Koenig
Ryszard Kwiencinski
Bernie Paholke
John Todd
David Wilson

Standard III, Students

Co-chairs: Don Howard
Kim Manderbach

Members: Howard Andersen
Maria Anderson
Mike Castellano
Betsy Hale
Kristin Hiraoka
Danelle Johnson
Barbara Krompholz
Regina LeJeune
Monica Lundberg
Kristin Trigillis
Kyle Winslow
1998/99 Student Body President

Standard IV, Faculty

Co-chairs: Roger Bourret
Michael Prihoda

Members: Bob Allen
Barbara Beck
Joseph Bowman
Blanca Castillo
Bob DelaCruz
Sam Fox
Pam Haight
Bill McCabe
Richard Peterson
Kathy Reistad
Vicky Stover
Allen Stowers

Standards Committees

Standard V, Library

Co-chairs: Randy Nelson
Mary Jo White

Members: Dennis Colgan
Michelle Kasim
John Nordling
Rob Rice
Carol Koepke
Esther Sunde
Diane King
Danny Ho (Student)

Standard VI, Governance and Administration

Co-chairs: Sandra Bolt
Paula Herd

Members: Marsha Brown
Janice Lonergan
Suzanne Griffin
Sandra Bolt
Dolores Mirabella
Diane Schmidt
Dave Moody

Standard VII, Finance

Co-chairs: Judy Gray
John Welch

Members: Lela Cross
Carol Martin
David Maxwell
Bob Russell
Penny Wattenberg
John Welch

Standard VIII, Physical Resources

Co-chairs: Matthew Horwitz
Frank Post

Members: Ann Chambers
Rick Downs
Robin Schuy
Eric Steen
Bob Sullivan
David Wilson

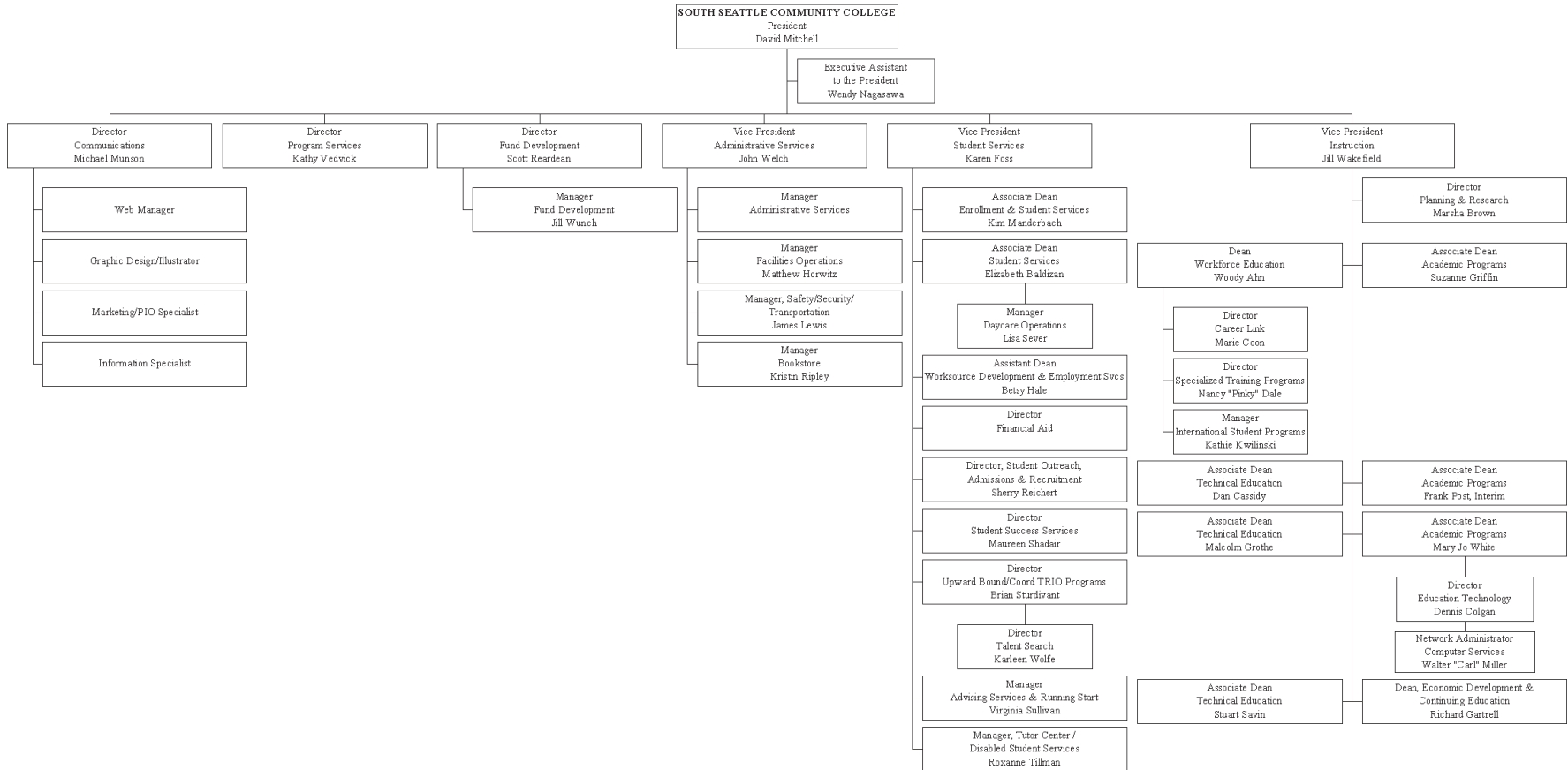
Standard IX, Institutional Integrity

Co-chairs: Judy Bentley
Kathy Vedvick

Members: Corinne Baker
Hattie Cambridge
Marjorie Vittuum-Jones
Tom Pierce
Sherry Reichert

South Seattle Community College

Organization Chart



District

Mission and Vision

MISSION

The Seattle Community Colleges will provide excellent, accessible educational opportunities to prepare our community for a challenging future.

VISION

The Seattle community Colleges will be learning centered –

in providing high-quality and innovative education.

in preparing our students for success and lifelong learning.

South Seattle Community College

Mission

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The College values and promotes a close involvement with the community and strong partnerships with business, labor, and industry.

The College commits to serving the diverse needs of students in our communities by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education
- Responsive technical and professional training developed in collaboration with business, labor, and industry
- Student-centered and community-centered programs and services which value diversity, support learning, and promote student success
- Lifelong learning opportunities for the cultural, social, professional, and personal development of the members of our communities

District

Strategic Goals

MEET STUDENT NEEDS

- Serve more students in our academic and workforce programs
- Meet the needs of a diverse student population through flexible programs, curriculums, and scheduling
- Assure funding, facilities, and services to support our students

BUILD AND NURTURE COMMUNITY AND BUSINESS PARTNERSHIPS

- Build awareness of the depth, breadth, and quality of Seattle Community Colleges
- Anticipate and respond to local industry workforce requirements

- Develop and promote international and global education
- Develop customized training courses for local businesses and community organizations

WORK TOGETHER TO REALIZE OUR COMMON VISION

- Ensure that administrative systems and organizational structures are effective, efficient, and responsive
- Maintain, promote, and expand diversity of students, faculty, and staff
- Support, highlight, and recognize faculty, staff, and student excellence
- Ensure Accountability to the public

South Seattle Community College

Institutional Goals

- I SSCC dedicates itself to quality educational programs and training to meet students' needs.**
- A The College delivers a comprehensive program of general education defined by the SCCD AA degree and the SSCC Student Learning Outcomes.
 - B The College community promotes a climate that enables and prepares students to
 - Think independently, critically, and creatively
 - Communicate effectively
 - Live and thrive in a rapidly changing world
 - Be informed and involved citizens
 - Challenge accepted wisdom and authority
 - Understand the histories and traditions of diverse cultures
 - Understand the natural and physical worlds
 - Appreciate and value the arts and humanities
 - Integrate knowledge from different disciplines
 - Develop intellectual fair-mindedness
 - C The College provides students with
 - Entry level skills for employment in a competitive job market
 - Learning and research skills necessary to stay current with changing technology
 - Skills required to meet the workforce needs of business and labor
 - D The College incorporates its Student Learning Outcomes into all certificate and degree programs.
 - E The College integrates diverse multicultural and global issues into the curriculum.
 - F The College delivers programs and training in a variety of formats responsive to students' needs.
 - G The College provides institutional support for instructional innovation across the curriculum.
 - H The College meets the continuing education needs of the community.
 - I The College provides work-based learning opportunities for students.
- II SSCC provides responsive student services and programs that support the learning and success of the diverse student population.**
- A The College's programs and services reflect a commitment to diversity.
 - B The College's programs and services responsively address the changing needs of students by providing institutional support for innovation.
 - C The College commits to an open-door policy of universal access.
 - D The College's programs and services support student learning.
 - E The College's programs and services promote overall student success.
- III SSCC acquires and updates technological resources to facilitate its educational programs and student services.**
- A The College ensures access to technology for students, faculty, and staff.
 - B The College regularly provides training for faculty and staff to enable them to use current and emerging technology effectively in order to meet the needs of students and to access information.
 - C The College ensures that campus technology is continually upgraded to match business, industry, and community standards.

IV SSCC supports the continuous renewal of professional knowledge and skills in its diverse and collaborative community of highly qualified personnel.

- A The College provides resources for training and professional development for all employees to upgrade and/or enhance their areas of expertise.
- B The College recruits highly qualified personnel.
- C The College promotes diversity through professional development.
- D The College promotes communication, collaboration, and teamwork among all employees.

V SSCC provides an attractive environment that is physically accessible, safe and secure, healthful, and ecologically sensitive.

- A The College maintains and enhances the natural environment of its campus.
- B The College provides a physically accessible environment.
- C The College provides a safe and secure environment.
- D The College provides a healthful learning and working environment that is ecologically sensitive.

VI SSCC collaborates with business, labor, community-based organizations, K-12 schools, and other higher education institutions.

- A The College builds and values partnerships with business and industry, labor, and community-based organizations.
- B The College builds partnerships with other higher education institutions and K-12 schools.

VII SSCC engages in continuous self-assessment and responsible management of its resources.

- A The College uses an assessment plan to assess itself and uses the results in decision-making and planning.
- B The College provides information to the public and the legislature on how it operates, how it measures success, and how well it achieves its goals.
- C The College develops and maintains effective systems to manage its budget and enrollment that ensure fiscal integrity, quality programs and services, and enduring institutional viability.
- D The College expands and strengthens communication, cooperation, and coordination with the SSCC Foundation for the benefit of the entire campus community.
- E The College expands alternative funding opportunities.

South Seattle Community College

Student Learning Outcomes

STUDENT LEARNING OUTCOMES are the knowledge and abilities every student graduating with a certificate or degree from South Seattle Community College will have. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

COMMUNICATION

- Read and listen actively to learn and communicate
- Speak and write effectively for personal, academic, and career purposes

COMPUTATION

- Use arithmetic and other basic mathematical operations as required by program of study
- Apply quantitative skills for personal, academic, and career purposes
- Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)

HUMAN RELATIONS

- Use social interactive skills to work in groups effectively
- Recognize the diversity of cultural influences and values

CRITICAL THINKING and PROBLEM-SOLVING

Think critically in evaluating information, solving problems, and making decisions.

TECHNOLOGY

Select and use appropriate technological tools for personal, academic, and career tasks.

PERSONAL RESPONSIBILITY

- Be motivated and able to continue learning and adapt to change
- Value one's own skills, abilities, ideas, and art
- Take pride in one's work
- Manage personal health and safety
- Be aware of civic and environmental issues

INFORMATION LITERACY

- Access and evaluate information from a variety of sources and contexts, including technology
- Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

Executive Summary

INTRODUCTION

South Seattle Community College is one of three colleges that comprise the Seattle Community College District. Located in a residential area of southwest Seattle, it draws students from the surrounding neighborhoods and throughout the Puget Sound area. In a typical year, the college enrolls 14,000 students from diverse backgrounds and experiences. Historically, the thirty-one year old college has experienced a stable workforce, student profile, and program inventory. During the past five years, however, there have been dramatic changes in each of these areas. The college's strategic planning has been significantly affected by these changes.

Approximately 20 percent of the college enrollment is from apprentices taking apprenticeship courses at the college's Duwamish Industrial Education and Apprenticeship Center (Duwamish) located in an industrial part of town four miles from the main campus. The student profile changes dramatically if only the main campus is considered. If one considers only the main campus, 50 percent of the students are students of color; 38 percent are immigrants or refugees and 57 percent of those students attended high school in another country. These percentages distinguish South Seattle Community College among other community colleges in the state system, and they present unique challenges and opportunities.

Another distinguishing characteristic of South Seattle Community College is its program mix. It has by far the smallest percentage of academic transfer FTEs of any community college in the state. On the other hand, the percentage of English as a Second Language (ESL) enrollment represents one of the highest in the state. It has a very broad spectrum of professional/technical programs, ranging from heavy industrial programs such as diesel mechanic and welding, and "retail" programs such as culinary arts and floristry to high-tech programs such as LAN (Local Area Network) and Webmaster.

Again, challenges and opportunities are presented by this diverse and unique program mix.

A third distinguishing characteristic of South is its relationship with the surrounding community. As the college mission indicates, it is a close relationship. The geographic location of the college and the surrounding area is such that it creates a distinct environment. This has helped to foster a culture in which the community truly takes ownership of and pride in the college to a degree that is not common among urban community colleges. The college's events center, arboretum, one-stop center, and retail operations are all open to the public as a way to enhance the associated educational programs while integrating the community into the college.

One of the most unique features of the college is that it is the site of the future Seattle Chinese Garden. This garden, scheduled for phase I construction in fall 2001, will be the largest authentic Chinese garden of its type in the world outside of China. The project is being funded by a separate foundation not connected to the college. However, plans are being developed to utilize the garden as a catalyst for curriculum development for, not just the obvious program—landscape/horticulture—but for culinary arts, fine and performing arts, history, literature, and philosophy. The plan is to create an Asian Area Studies Program using cultural and societal elements that are the foundation of a Chinese garden as an inspiration and source of learning outcomes. This project will help to bring our community, student body, and curriculums together in a very unusual and powerful way.

FINDINGS

The self-study process helped the college to identify several factors that need further study, clarification, and/or action (Issues and Actions) as well as a number of areas in which the college is achieving excellent results and national recognition (Major Institutional Initiatives).

ISSUES AND ACTIONS

INSTITUTIONAL EFFECTIVENESS

The college is continuously engaged in institutional effectiveness activities that include all the critical elements from mission based goals to decisions based on analysis of information derived from assessing outcomes related to the goals. These activities need to be better coordinated and articulated in order to form a more coherent plan that has its own identity and is readily understood, both internally and externally. Institutional effectiveness activities occur at all levels and throughout the college, but they have not been described in the context of an Institutional Effectiveness Plan per se. Consequently, a common understanding about the nature of, and rationale for, such a plan is lacking. The college needs to develop that understanding by promoting awareness of how the institutional effectiveness activities do tie together and ultimately how they have affected important decisions and policies leading to a better, stronger, more responsive institution.

In an effort to thoroughly integrate institutional effectiveness into the culture of the college, several steps have been taken. An Institutional Effectiveness Committee has been formed with the charge of overseeing the Institutional Effectiveness Plan and monitoring implementation and progress. The fall 2000 Convocation Day had as its theme institutional effectiveness and several professional development activities that day focused on the plan and how it affects various departments and the college as a whole. The ability to effectively work with the Institutional Effectiveness Plan will be added as a performance measure for administrative evaluations. The college will publish a document, for both internal and external communities, that clearly and succinctly describes the plan and will regularly publish results that indicate how well the college is doing in meeting its goals. The same will be done via the new college internet. This has been done before but not in the context of an Institutional Effectiveness Plan.

INTRA-CAMPUS COMMUNICATION

This is a concern of some faculty, staff, and administrators. Five years ago, the college underwent a “reorganization” of sorts that is seen by some as

the cause of campus communication problems, a weak sense of community, and excessive workloads. The degree to which this view is correct has been debated across campus. It ranges from none at all to very significant. Regardless, there is a perception among some that this reorganization resulted in many changes to the campus culture. If the actions that constituted the reorganization are isolated and reviewed, what actually happened was a reduction and relocation of staff, particularly in the instructional areas. Direct support staff and administrators for instructional units were reduced and pooled together in a single location to provide services to large administrative units such as the entire Professional/Technical Program. As the self study indicates, some felt that this injured the *esprit de corps* within affected departments and created some confusion about who was doing what and who was responsible for what.

In order to respond to the concern about communication, certain actions have been taken and/or are planned. The college has developed an intranet that provides information about all major college activities as well as council and committee minutes. Organizational charts, position descriptions, strategic plans, and accomplishments are also part of this intranet. Monthly “lunch clubs” are held where the college community discusses major issues on campus. The Teaching and Learning Center (TLC) will offer to all employees an array of programs that reflect the characteristic elements of a learning organization. It is felt that such offerings will enhance communication and build community. This year the college will conduct a review of the business processes ranging from workflow to information management processes. The way the college does business will be reviewed and evaluated and recommendations will be made on how to improve the work environment and, most importantly, student learning.

ENROLLMENT

There has been a significant shift in enrollments among programs. The self-study provides details about these shifts. What is critical about this at the institutional level is the effect that it has had and will have on planning, staffing, and resource allocation. Full-time enrollments in Associate of

Applied Science professional/technical programs as well as graduation rates have dropped. More and more students are enrolling under the “*a la carte*,” system, i.e., they want specific content and they want it in a format that is easily accessible to them. All of this has created some concern over where the college is going or what the vision is.

Some steps that have been taken (some proactively and some reactively) include the following: The college established stronger connections with industry, which has resulted in the development of more industry-based certification programs, more competency-based modularized programs, and more short-term training programs.

In addition, the college is developing distance education programs, off-site programs, and high-demand programs such as Information Technology, which are funded by state earmarked money.

The vision for how the college meets its mission to prepare students to meet THEIR goals becomes one of flexibility and responsiveness within the context of quality student learning. The Institutional Effectiveness Plan will be evaluated to determine whether or not the college is succeeding at this and revised accordingly.

SHIFTING STUDENT DEMOGRAPHICS

In addition to its population of “traditional” students, the college has a very high percentage of ESL students, large numbers of welfare reform students, a significant number of students enrolled in short-term programs, increasing numbers of students seeking only specific content and not degrees or certificates, and a large contingent of developmental students. However, the programs and services that are offered to these “nontraditional” students have not always been institutionalized, that is, the college seems to be reacting awkwardly at times with makeshift programs where putting out the fire drives the process. The fundamental structure of the college needs to be analyzed in light of this student profile. How should the college be structured so that providing service to these students is part of the core business rather than a special task where we regularly have to create something a new or “re-invent the wheel”?

The answers to this question will be reflected in strategic planning, and the continual assessment of progress in this area will be part of the Institutional Effectiveness Plan.

A Workforce Education position and an Economic Development position are examples of two positions that have recently been created to serve emerging student and industry needs. But, a comprehensive approach needs to be taken. This year the College Council will be asked to conduct a college-wide study into the implications that the student profile has for organizational process and structure. The Council will make recommendations to the President’s Cabinet regarding this matter.

TURNOVER

There has been significant turnover in staff recently due to retirements and a very strong economy that has drawn some employees away to better salaries and benefits. This has created some concern on campus about the working environment as it relates to retaining good employees. This concern has surfaced even though the recent climate survey indicates good employee satisfaction with the working environment in general.

Several actions have been taken to improve the working environment. The new TLC will offer a full array of professional development opportunities open to all employees. Supervisors are encouraged to assist employees in arranging work schedules so as to allow participation in professional development activities. This is consistent with the college’s learning organization philosophy. Although more needs to be done to support the part-time faculty, there have been significant gains in the areas of salaries and benefits—salaries for part-time faculty were recently increased by an average of over 15 percent.

Salaries for staff in “high demand” areas such as information technology were increased in an effort to reach a more competitive salary and consequently retain staff in these areas. However, as the incredibly strong economy in this area continues and as that economy raises the cost of living in Seattle, the college will need to develop new and stronger programs and policies to retain excellence in its own workforce.

DISTRICT/COLLEGE RESPONSIBILITIES

The District Office, (the district) under the leadership of a new Chancellor, has recently completed a strategic plan that serves as an umbrella for the colleges' strategic plans. This self-study describes the relationship between the plans. The district has taken a more active role in the entire area of research and planning and has hired a Vice Chancellor to coordinate this area. This initiative is not fully developed to date and, consequently, some college personnel are not clear as to the benefits to the college. Also, the respective roles that the district and the college play in this new area are not completely understood by all. The same can be said for the area of administrative services. As more district-wide initiatives are developed, the issue of who does what and why becomes an area of concern.

The district strategy is to identify those programs and services where it makes sense to work together as a district and to clearly define how that work will be done. An outstanding example of where that has happened since the last accreditation visit to South is the highly successful 22 million dollar fund raising campaign that was conducted through a coordinated three college district structure. The colleges received money they never would have had they acted independently.

Another example where coordination at the district level has worked well is in the area of information technology. However, the college's reliance on a statewide legacy Management Information System (MIS) negatively affects its ability to get information in an effective and timely manner. This is not the fault of the district but the results are sometimes attributed to it. Moving to a web-based fully integrated MIS is a top priority for the state system of community and technical colleges.

A new area where district coordination efforts are being expended is distance learning. Again, a new initiative such as this has created some concern over process, roles, and responsibilities. However, there are structures in place, some even defined in union contracts, that allow for considered discussion about such matters as these initiatives unfold. As a result the district and the college are moving ahead in positive ways with innovation and in ways that mutually

benefit the respective missions. As these coordinated efforts grow in number, efforts will be made to clarify responsibilities as well as improve communications between involved units.

LIBRARY AND LEARNING CENTER

January 2000 the new Library and Learning Center (LLC) opened. The capital budget contained \$50,000 for each of two years for acquiring collections. There is some concern on campus that the college has not demonstrated that its commitment to continuing to increase its collections goes beyond this capital budget and into the ongoing operations budget.

In order to respond to this concern, the college will develop a five-year plan that is supported by the operations budget and that will ensure student access to quality collections.

MAJOR INSTITUTIONAL INITIATIVES

FLEXIBLE AND RESPONSIVE PROGRAMS

South Seattle Community College has taken a leadership role in Washington in worker retraining, welfare reform, and employment programs. The college has worked closely with employers, social service agencies, community-based organizations, and other educational institutions to provide technical training, case management, and other support services.

AFFILIATE WORKFORCE SITE

The college was among the first in Washington State to provide short-term training programs for welfare recipients, and at-risk youth who need retraining. These programs utilize a ladder approach, i.e., skills that are obtained in these short-term programs apply towards certificate and degree programs at the college. The ultimate goal is wage progression that leads to long-term employment at livable incomes.

South is the first Affiliate WorkSource (one-stop) site in King County and the only college in the state that houses an Affiliate WorkSource site. Scheduled to open in fall 2000, the site brings together community partners to seamlessly provide comprehensive employment and training services to job seekers, workers, and employers. As a result, the

college's students will have access to a greater array of employment services and resources. The college provides space for a number of community-based organizations on the campus. These organizations provide recruitment, case management, and job placement assistance.

TRIO PROGRAMS

To better serve its diverse population, the college is one of the few colleges in the Northwest to have received all three of the Department of Education's TRIO grants: Upward Bound, Student Success Services, and Talent Search. All of these grants are designed to identify low income, first generation college students and support their successful completion of high school and college. Since approximately 70 percent of the college's students are the first in their families to complete college, these grants provide critical support services.

STUDENT SUPPORT SERVICES THROUGH TECHNOLOGY

The college has increased its accessibility to students through the use of the world wide web and e-mail. It now offers admissions, registration, and unofficial transcript access to students via the web and e-mail advising. Other advances in technology have brought automated waitlisting and degree audits.

NEWHOLLY

The college has offered educational programs to the residents of the Holly Park Housing Project for nearly 25 years. After receiving a grant from HUD to revitalize the Holly Park community to include mixed-income housing, the community has been renamed NewHolly, symbolizing a new beginning. At the heart of the community is a Campus of Learners housed in a new learning center, which opened in 2000. The college is a major partner in the Campus of Learners, offering programs to reduce the "digital divide" as well as Adult Basic Education (ABE), ESL, technical training, computer programs, and college transfer courses.

LIBRARY AND LEARNING CENTER

After nearly ten years of planning, design, and construction, the college's new LLC opened in January 2000. The new facility features Internet II and the

latest in technology for students, a 96 computer Information Commons, a Teaching and Learning Center, a training lab for faculty and staff, and an interactive television classroom. In addition, the facility centralizes the math lab, Writing Center, and tutoring services.

ASIAN AREA STUDIES PROGRAM

Due in large part to Seattle's close "sister city" relationship with Chongqing in China, the college will be the site of the largest authentic Chinese garden of its type in the world outside of China. This relationship has led to the development of an Asian Area Studies Program at South. Faculty are now developing a certificate in Asian Studies to be offered in 2001. Additional classes featuring an Asian focus are offered through the Culinary Arts and Landscape/Horticulture programs.

DISTRICT DISTANCE LEARNING CONSORTIUM

The college, as part of the Seattle Community College District Distance Learning consortium, offers a wide range of telecourses, video cassette courses, on-line courses, and Northwest Teleweb courses (a combination of television and world-wide-web). Classes for the Associate of Arts (AA) degree programs as well as technical degrees are offered on a regular basis. Student and library services are available to all distance learning students. The consortium was formed Spring 2000 with a goal to provide one-stop, integrated student support services and a district-wide coordinated distance learning schedule. The first such schedule was produced Summer 2000.

FUNDRAISING SUCCESS

Recognizing that public funds will not provide the level of excellence that South Seattle Community College has committed itself to, the college is a leader in the state in raising funds to support students and programs at the college. In the mid-1990s, the college was a part of the Seattle Community College District's successful \$22 million fundraising drive, which provided student scholarships, instructional equipment, and faculty/staff professional development opportunities. A current \$1.2 million campaign is underway to fund a major renovation of the Food Sciences Building, to meet the goals of

maintaining and enhancing one of the leading Culinary Arts programs in the Northwest. The SSCC Foundation awards 100 scholarships each year.

COMMUNITY CONNECTION

As highlighted in the college's mission statement, a strong commitment to partnerships and the community distinguishes South Seattle Community College. The college enjoys exceptionally strong support from its community, evidenced by the fact that nearly 1,000 individuals visit the campus each month. The college has built strong partnerships with the local Articulation Council through its TechPrep and TRIO programs. It serves as the location for the largest apprenticeship-training center in the Northwest, providing relevant instruction to more than 1,000 apprentices. A new building, the ACT Center is being planned to support this training effort. In addition, the outstanding reputation of the ESL and ABE programs has led to contracts exceeding a million dollars to provide basic education to the community and local companies. Strong technical programs have led to contract training with a number of local industries. In addition, the City of Seattle, King County, and private organizations and individuals have partnered with the college in building a new soccer field.

STANDARD I

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Standard I first discusses how South Seattle Community College’s Mission and Goals are reviewed and approved and demonstrates how the Mission and Goals give direction to all college activities.

Second, Standard I discusses the college’s institutional planning processes and how these processes are used to assess the college’s effectiveness in meeting its commitments as identified in the Mission and Goals and the Strategic Plan.

MISSION AND GOALS

The Mission is a “living document” that is constantly reviewed and revised—three times in the past eight years. The college’s Mission and Goals were most recently revised in 1998 by a task force representing all sectors of the college community, including students. The task force focused on the major tenets of the college’s Mission:

- quality educational programs and training to meet students’ needs
- learning-centered and student-centered education and student service programs
- partnerships with business, industry, community organizations, and other higher education institutions.

At the same time, the task force expanded the Mission statement to include seven institutional goals.

The revised Mission and Goals were approved by the Board of Trustees in October 1998. The seven institutional goals became the basis for unit planning and evaluation (see Planning and Institutional Effectiveness section below). This process gave staff and faculty opportunities to become familiar with and knowledgeable about both the Mission and the institutional goals as they planned for their unit’s future (see Exhibits – 1999-2001 Strategic Plan).

COMMUNICATION AND UNDERSTANDING OF THE MISSION ACROSS THE CAMPUS (1.A.1.)

The Mission is widely communicated to the campus community. In 1992, 1995, and 1999, members of the campus community rated their satisfaction with the college in the areas of Mission and Goals and Institutional Planning on the Climate Survey (see Exhibits – Climate Survey Results). In 1999, for example, 52 percent of respondents were satisfied with “the extent to which the college mission is communicated,” compared to 51 percent in 1995 and 43 percent in 1992; only 10 percent were dissatisfied in 1999 compared to 17 percent in 1995 and 23 percent in 1992.

Policy decisions and budget decisions are related to the Mission and Goals. For example, 36 percent of the respondents to the 1999 Climate Survey were satisfied with the college in “the extent to which the mission is reflected in decision-making” compared to 22 percent in 1995 and 19 percent in 1992. The Strategic Plan includes strategies designed to increase this percentage further.

DOCUMENTATION AND DISTRIBUTION (1.A.2.)

The college’s Mission is posted in offices and classrooms throughout the college. The district’s Mission is printed in the catalog; the college’s Mission and Student Learning Outcomes are printed in the quarterly class schedule. In order to publicize the importance of student learning objectives, all individual course outlines include a list of learning outcomes addressed in that course (see Standard II for further discussion of Student Learning Outcomes).

PROGRESS REPORTS RELATE UNIT GOALS TO THE MISSION AND INSTITUTIONAL GOALS (1.A.3, 4.)

Starting with the 1996-97 budget cycle, units have evaluated themselves in relation to the college’s Mission and Goals, and the college has begun to assign budget priorities based on the accomplishment of strategies related to the Mission and Goals.

Progress toward attaining the college’s Mission and Goals is identified in several ways. Every year, all college units submit biennial or annual goals that are related to the college’s Mission and Goals and are consistent with the college’s resources.

During the budget development cycle, all units make annual reports to the President and Vice Presidents on progress toward institutional and unit goals. In

addition, the Institutional Effectiveness Committee sends the President an annual assessment of college-wide progress toward the college’s seven institutional goals; in 1999-2000, the committee approved benchmarks for assessing the college’s effectiveness and collected baseline information (see Exhibits – 2000-2001 Benchmarks).

Every year during the budget cycle, the college allocates its resources (human and financial) to meet the college’s Mission and Goals. All requests for increased funding must be accompanied by a rationale relating the budget request to the college’s Mission and Goals. During the year, the Vice Presidents and President review all unit accomplishments to insure that units are making progress toward the college’s Mission and Goals.

Table I.1
Examples of Closing the Loop
Using Research Findings To Meet Mission and Goals

DATE	RESEARCH FINDING	GOAL	ACTION	RESULT
1995-95	Decrease in enrollment	a. Increase recruitment efforts of new students and b. increase retention of current students	Shifted financial resources to Public Information Office for marketing and retention	College exceeded FTE goal.
1996-97	Students rated helpfulness and responsiveness of Student Services (a) staff and (b) space below acceptable level in some areas	Increase helpfulness and responsiveness of Student Services (a) staff and (b) appropriateness of space	a. Student Services Staff attended several workshops on customer service b. The area was redesigned to provide students with more confidentiality.	Repeating the same survey average gain in student satisfaction level up by 7.8 percentage points in both customer service and space design and usage in the targeted areas.
1997-99	Increased student demand for courses in computer technology and increased demand in work force for information technology professionals	Offer more courses in computer technology	Shifted resources (faculty and space) from declining programs to Computing Technology	From 1997 to 2000, Computing Technology FTEs went from 50 to 350
1997-99	South’s enrollment in on-line courses is weaker than neighboring colleges	a. Increase number of on-line course offerings b. Increase enrollment in on-line courses	a. Created a full-time webmaster and a staff person to help faculty put their courses on line and offered Summer Institute to help train faculty b. Published courses in catalog and schedules	a. Have increased number of on-line courses b. To date, have not met on-line enrollment targets
1998-00	Students and employees less satisfied with safety, building, and grounds (1999 compared to 1992 and 1995)	Improve facilities and increase feelings of safety	Increased budget to improve conditions of facilities and grounds. Cut shrubbery, added security person, put cameras in parking lot, and improved lighting.	Will be measured again in 2001

Each year, the State Board for Community and Technical Colleges makes an annual progress report to the Legislature on three statewide performance measures for all colleges in the system:

- number of transfer-ready students
- number of students making gains in basic skills
- number of students completing short and long-term training.

The strategies for accomplishing these goals are included in the Strategic Plan.

MISSION AND GOALS PROVIDE DIRECTION TO ALL COLLEGE ACTIVITIES (1.A.5.)

EDUCATIONAL ACTIVITIES

All educational activities are derived from the Strategic Plan, which is based upon the college's Mission and Goals. These activities are designed to meet the needs of students and employers in business and industry, in keeping with the college's mission to meet the lifelong learning needs of its diverse students. For example, the college is expanding its offerings in nontraditional formats, such as distance education, and shifting resources to high-demand programs (see Table I.1 above).

STUDENTS AND FACULTY

The college has an open-door admission policy. Entering students are tested with the intent to place them at the appropriate levels to meet their educational goals – thus fulfilling the primary goal of the college's Mission to help students achieve *their* goals.

Faculty are hired based upon their qualifications to teach in a community college with a mission to help all students meet their goals for lifelong learning and employment. Faculty hiring also takes into consideration the faculty member's commitment to, and experience with, multi-cultural environments (see Standard IV for further discussion of faculty hiring and evaluation).

PUBLIC SERVICE (1.A.6.)

The college's widely diversified faculty, staff, and administrators are deeply involved in outside activities as representatives of the college. Typical involvement includes membership in community and service organizations, clubs, and public insti-

tutions. Many give their time to charitable groups. The college participates in community outreach programs such as environmental clean ups, blood drives, clothing and food drives, and "adopt a family for the holidays." Over 80 percent of the college's employees contributed to the college Foundation's "Building the Best" fund raising campaign, which concluded in 1999.

The college provides public service through its educational and training programs. The college is involved in a series of contract training classes with community organizations that support the college's communities; for example, Adult Basic Education, General Education Development, and English as a Second Language courses provide a significant student population an opportunity to upgrade their skills and prepare themselves for employment and educational advancement. Similarly, the college offers pre-employment and short-term training programs in areas such as manufacturing, home health care, business occupations, corrections officer, and automotive technology. Continuing education courses are provided to members of the community as part of the college's mission to provide life-long-learning opportunities. Community service organizations utilize the college's meeting and conference space on a space-available basis.

The college collaborates with business and industry in apprenticeship programs at the Duwamish Industrial Education and Apprenticeship Center. Technical Advisory Committees in the technical and professional training programs are a direct link with industry and assist the college in providing exceptional hands-on training programs.

In fall 2000, the college opened a new WorkSource Affiliate Site, the first in King County. The new Center, which serves the community as well as students, houses a computer resource center and a variety of service providers. These on-site partnerships with existing community resources provide employers, job seekers, and workers with comprehensive workforce services.

Finally, the college serves the community through its retail outlets, which are used as training laboratories for many of the college's vocational pro-

grams—Culinary Arts, Floristry, Cosmetology, and Landscape/Horticulture. These retail outlets provide invaluable hands-on training for South’s students while serving both the campus community and the community at large. Some vocational programs (Culinary Arts and Landscape/Horticulture) offer community-oriented events such as the very popular Connoisseur Lunch series, the annual Holiday Dinner, the Arboretum Tour and Tea, the Arboretum In-Bloom Series. In 1999, the college successfully developed an Artist & Lecture Series that brought to campus thought-provoking speakers, who presented on their respective topics to students, faculty, staff, and citizens; admission was free.

The Seattle Chinese Garden, at the north end of the college’s campus, is a partnership between the college, the City of Seattle, the Asian community, and Chongqing, Seattle’s sister city in China. The Chinese Garden will become a unique educational and cultural resource for students in the college’s new Asian Studies program as well as for other community college and university students in Asian studies, art, architecture, Chinese literature, and horticulture. The garden will provide an ideal site

for the exploration of plant species native to China. Area school children will use the Chinese Garden as a theme for an integrated curriculum in history, art, literature, and environmental science. The public will use the garden facility as a venue for community meetings, weddings and other life celebrations, and cultural events such as concerts, dance, theater, and visual arts.

SUBSTANTIVE CHANGE (1.A.7.)

The college submits substantive changes to the Commission. Most recently, the college sent the Commission a request for review and revision of its distance education program (see Standard II).

PLANNING AND INSTITUTIONAL EFFECTIVENESS

RESPONSE TO RECOMMENDATION FROM 1990 REPORT

The team recommends that the College mount a significant effort to utilize fully the data available from student assessment efforts by linking those find-

**Table I.2
INSTITUTIONAL EFFECTIVENESS
AND PLANNING HISTORY 1990-2000**

PERIOD	PRESIDENT	ACTIVITIES
1990-1994	Jerry M. Brockey	<ul style="list-style-type: none"> • Title III Project awarded with Institutional Effectiveness Activity (1991) • Institutional Effectiveness Advisory Committee formed (1991-92) • Institutional Outcomes Inventory completed and Consensus reached on Top 12 Institutional Outcomes (1992-93) • Mission Statement revised (1993) • All constituencies in instructional, student services and administrative services involved in setting outcomes and completing departmental self-assessment process (1992-95)
1995-1997	Peter Ku	<ul style="list-style-type: none"> • Mission Statement revised (1995) • Participatory Governance Model established, College Council and Curriculum and Instruction Committees formed (1995-96) • College-Wide Institutional Goals established (1996) • Budget Priorities tied to Institutional Goals (1996-97)
1997-2000	David Mitchell	<ul style="list-style-type: none"> • Mission Statement revised (1998) • Institutional Goals and Strategic Plan established by College-Wide Task Force (1998) • All Departments submit 3-5 Goals and strategies tied to Institutional Goals (1998) • Budget decisions related to Strategic Plan (1998-99) • Institutional Effectiveness Committee reestablished (1999) • District Strategic Plan established (1999-2000)

ings to every aspect of curricular decision making and to planning for the future of the College.

In response to this recommendation in the 1990 accreditation report, the college wrote and received a Title III Strengthening Institutions Grant. The institutional effectiveness process outlined in the grant provided a new framework to identify institutional priorities and determine the degree to which the college was meeting its identified outcomes consistent with its Mission. Over a three-year period (1992-1995), all campus units (instruction, student services and campus services) engaged in the institutional effectiveness self-assessment process. This process revolutionized how the college, divisions, and departments planned, prioritized, budgeted and evaluated the success of identified outcomes.

Most notable was the involvement of faculty in the assessment and evaluation process; department faculty were involved in the development of outcomes and assessment measures. They analyzed assessment results and used these results to formulate strategies for improvement.

ACCREDITATION 2000 SELF-STUDY

From 1990 to 2000, the college had three different presidents, each with a distinct vision of how institutional effectiveness should be carried out. Table I.2 above highlights activities carried out during these ten years.

An important element that began during Dr. Ku's presidency and continued with Dr. Mitchell's tenure has been that budget decisions are tied to institutional effectiveness and budget requests related to college-wide goals. In 1996, for example, additional resources were allocated to the Public Information Office in order to increase the college-wide goal of additional recruitment in response to recommendations in professional/technical program reviews and advice from Technical Advisory Committees. In addition, an outreach position was added in the Student Services Unit to accomplish the college-wide goals of recruitment and retention of the college's diverse students (see Table I.1 for additional examples).

STRATEGIC PLANNING PROCESS

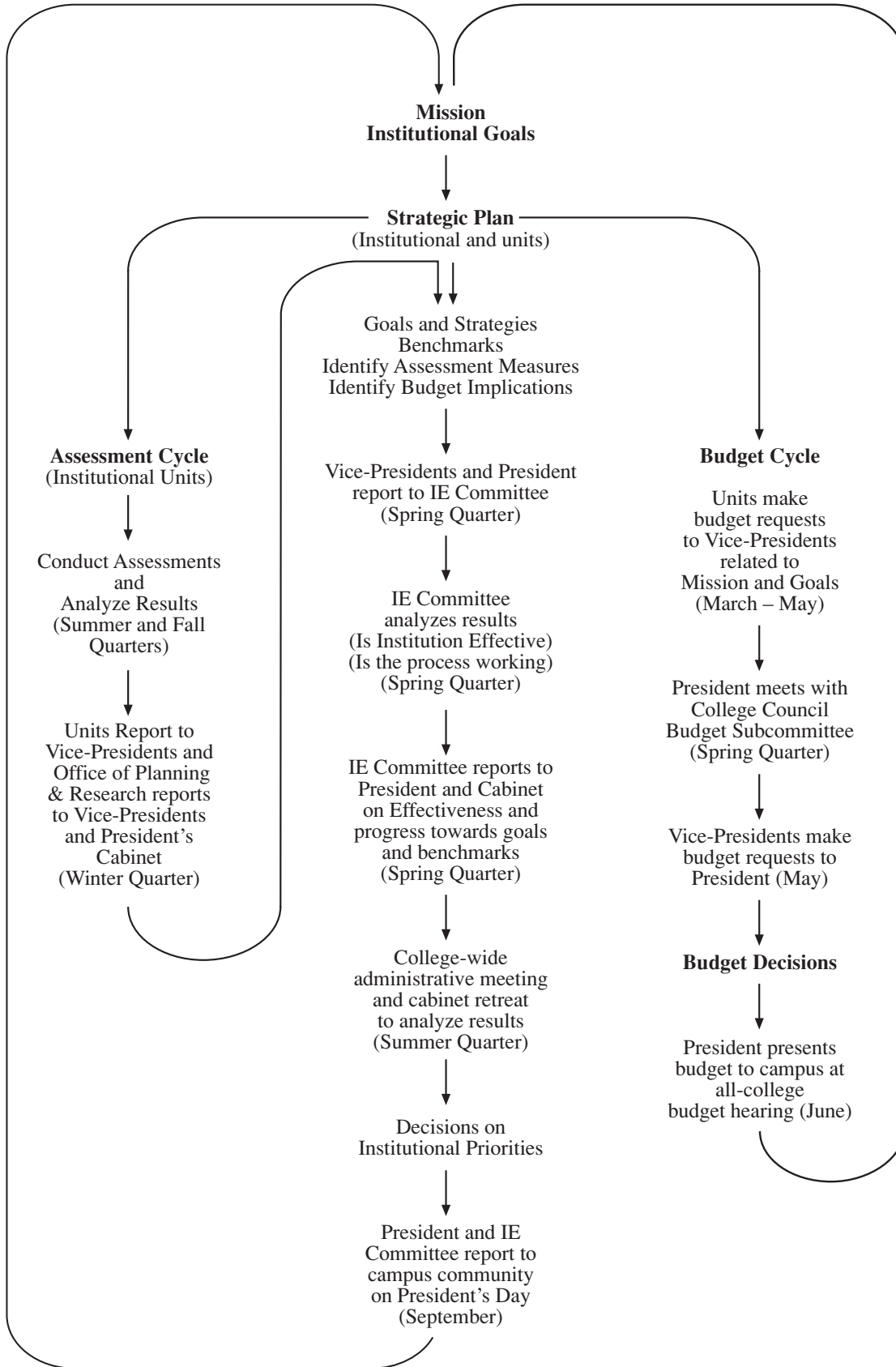
In 1997, Dr. David Mitchell focused the college on institutional effectiveness and strategic planning. (see Figure I.1). In 1997-1998, the Mission was revised and expanded to include seven institutional goals. In November 1998, all instructional, student services, and campus services units submitted 3-5 short- and long-term goals and strategies related to the Mission and Goals. These unit goals and strategies, along with the seven institutional Goals, formed the basis of the Strategic Plan and were used to set directions for the college and to make budget decisions (see Exhibits – 1999-2000 Strategic Plan). Unit goals are updated every year and are used as the basis for annual evaluations and budget decisions.

In the spring of 1999, the President directed the Institutional Effectiveness Committee (IEC) to oversee the institutional effectiveness planning process that holds units and the college accountable for "closing the loop," analyzing the success of their strategies, measuring progress toward their goals, and taking actions based on analyses of assessment results.

The institutional effectiveness cycle (see Figure I.1) incorporates yearly reviews tied to the budget process. Each year, unit administrators evaluate progress toward their goals and report to the President and Vice Presidents, who, in turn, report to the IEC. During the budget cycle (spring quarter), the President meets weekly with representatives from the College Council to discuss college-wide priorities. The Cabinet holds a yearly retreat before the beginning of the school year to assess and prioritize goals and strategies for the coming year.

The IEC is responsible for communicating the institutional effectiveness process to the campus community and for evaluating the extent to which the college and units achieve the Mission and Goals through the Strategic Plan. Starting in spring 2000, the IEC makes an annual report to the President on the college's progress towards achieving its goals and the process for evaluating units' progress toward meeting their goals and the college's goals.

Figure I.1
Institutional Effectiveness Cycle



PROGRAM REVIEW CYCLE

Professional/Technical and Academic Programs are reviewed every three years. The results from these reviews are analyzed by the faculty and sent to the TAC and the Curriculum and Instruction Committee (CIC) for their review. The faculty use the data from the program review to evaluate progress toward goals and to set new goals (see Standard II for further discussion of program review process).

PARTICIPATION OF ADMINISTRATORS, FACULTY, AND STAFF IN PLANNING AND INSTITUTIONAL EFFECTIVENESS (1.B.3.)

The 1999 Climate Survey indicated a significant increase in employee satisfaction with “employee involvement in institutional planning” (40 percent in 1999 compared to 20 percent in 1995 and 19 percent in 1992); 68 percent of full-time faculty and 31 percent of part-time faculty reported being satisfied on the 1999 survey.

Administrators, faculty, and staff serve on the IEC. Faculty participate in assessing goals and outcomes of academic programs; employees in Student Services and Campus Services participate in assessing goals and outcomes of those units. Administrators, faculty, staff, and students also serve on the College Council that reviews the budget. Faculty and administrators serve on the CIC that reviews the effectiveness of academic programs and the programs’ plans for future activities based on assessment results. The college community is invited to participate in forums and all-college meetings dealing with institutional effectiveness and the budget.

RESOURCES FOR EFFECTIVE EVALUATION AND PLANNING PROCESSES (1.B.6, 7, 8.)

The State Board for Community and Technical Colleges (SBCTC) and the college support an Office of Planning and Research. The Office of Planning and Research conducts research on current and former students and reports to administrators and campus committees on student outcomes for their use in planning and evaluation.

The Office of Planning and Research also supports the institutional effectiveness planning process and assessment activities. The surveys conducted by the

Office of Planning and Research are periodically reviewed by an assessment subcommittee of the IEC and by the CIC to make sure that the instruments meet the assessment needs of the college community (see Exhibits – Assessment Plan).

The Office of Planning and Research reviews its activities periodically (bimonthly) with the Vice President for Instruction and submits an annual self-study of its activities.

COLLEGE STRATEGIC PLANNING LINKED TO DISTRICT STRATEGIC PLANNING AND STATE BOARD PLANNING

The Seattle Community College District’s Strategic Plan is closely related to the Strategic Plans of the three colleges in the district (see Exhibits - Seattle Community College District Strategic Plan 2002-2005). Both the district’s and the colleges’ strategic plans emphasize meeting student needs, building partnerships, and promoting faculty and staff excellence and overall accountability through assessment systems. Table I.3. below relates South Seattle Community College’s goals to those for the Seattle Community College District. The SBCTC has 3 statewide goals for all colleges in the system; the college has set goals and submitted strategies for meeting these goals (see Exhibits - Washington State Performance Reporting for 1999-2001).

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES GOALS

- 1. Transfer Preparation:** Increase the number of students well prepared for transfer (45 credits, 2.0 GPA) from 35,290 to 50,000 by 2006-2007.
 - For 2001 (State), 2,600 more transfer-ready students (a 7.5 percent increase).
 - For 2001 (Seattle District), a 5.6 percent increase from 3,482 to 3,677.
- 2. Training Gap:** Increase the number of students completing: degrees, certificates, apprenticeship training, and industry certification (45+ credits, 2.0 GPA) from 14,500 today to 25,000 by 2008-2009.
 - For 2001 (State), 1,600 more students prepared for work (an 11 percent increase).
 - For 2001 (Seattle District), an 11 percent increase from 1,483 to 1,646.

3. **Basic Skills Rate:** Increase to 80 percent (now 37 %) of basic skills students (ABE, ESL, GED, HS diploma) accomplishing skill gains.
- For 2001 (State), 10 percent increase in basic skills (from 37 percent to 41 percent.)
 - For 2001 (Seattle District), an 11 percent increase from 38 percent to 42 percent.

COMMUNICATION OF INSTITUTIONAL EFFECTIVENESS, PLANNING, AND RESEARCH (1.B.9.)

The college communicates the results of its planning and research activities in numerous ways. The President meets regularly with students, student government, classified staff, faculty, and administrators on a wide variety of topics including assess-

ment, college climate, and campus concerns. Both the President and the Chancellor hold town meetings several times a year on college and district priorities and budget decisions.

Results of research studies are communicated to the campus through forums on faculty and staff development activities, as well as through Lunch Club, the *Update*, and e-mail. They are also discussed by administrators at meetings of the Instructional Council and Managers of Student Services (MOSS).

The college also reports to the SBCTC on progress toward the state performance goals. The SBCTC reports to the Legislature on the progress of the Washington State Community College System toward their

Table I.3
COMPARISON OF DISTRICT AND COLLEGE GOALS

South Seattle Community College Goals	Seattle Community College District Goals
I. SSCC dedicates itself to quality educational programs and training to meet students' needs.	1. Meet student needs <ul style="list-style-type: none"> • Serve more students in our academic and workforce programs • Meet the needs of a diverse student population through flexible programs, curriculums and scheduling • Assure funding, facilities and services to support our students
II. SSCC provides responsive student services and programs which support the learning and success of the diverse student population.	2. Build and nurture community and business partnerships <ul style="list-style-type: none"> • Build awareness of the depth, breadth and quality of Seattle Community Colleges • Anticipate and respond to local industry workforce requirements • Develop and promote international and global education • Develop customized training courses for local businesses and community organizations • Establish a leading role in technology training
III. SSCC acquires and updates technological resources to facilitate its educational programs and student services.	<ul style="list-style-type: none"> • Assure funding, facilities and services to support our students • Establish a leading role in technology training
IV. SSCC supports the continuous renewal of professional knowledge and skills in its diverse and collaborative community of highly qualified personnel.	3. Work together to realize our common vision <ul style="list-style-type: none"> • Maintain, promote and expand diversity of students, faculty and staff • Support, highlight and recognize faculty, staff, and student excellence
V. SSCC provides an attractive environment that is physically accessible, safe, and secure, healthful and ecologically sensitive.	<ul style="list-style-type: none"> • Assure funding, facilities and services to support our students
VI. SSCC collaborates with business and industry, labor, community-based organizations, K-12 schools, and other higher education institutions.	2. Build and nurture community and business partnerships <ul style="list-style-type: none"> • Build awareness of the depth, breadth and quality of Seattle Community Colleges • Anticipate and respond to local industry workforce requirements • Develop and promote international and global education • Develop customized training courses for local businesses and community organizations • Establish a leading role in technology training • Assure funding, facilities and services to support our students
VII. SSCC engages in continuous self-assessment and responsible management of its resources	3. Work together to realize our common vision <ul style="list-style-type: none"> • Ensure that administrative systems and organizational structures are effective, efficient and responsive Ensure accountability to the public

performance goals. The Seattle Community College District regularly reports on evidence of institutional effectiveness to the Legislature and the public based upon assessment activities.

ANALYSIS AND APPRAISAL

The Mission has been revised three times since 1990 and is displayed throughout the campus. In spring 1998, the Mission was expanded to include seven institutional goals that form the basis of the Strategic Plan.

The Mission and Goals are clearly communicated to administrators, faculty, and staff. Administrators are familiar with the Strategic Plan and write annual program goals consistent with the Mission and Goals. Although the Mission and Goals have been communicated in various ways, some faculty and staff may not yet be familiar with the Strategic Plan and how it is used to gather information on progress toward goals and to make planning and budget decisions.

The college has also established benchmarks against which it measures institutional effectiveness and goals for all units including campus and student services as well as all instructional programs. In winter/spring 2000, the college established baseline information for these measures against which future progress will be measured (see Exhibits – 1999-2000 Benchmarks).

The college has an assessment plan for measuring progress towards its Mission and Goals. The college uses a number of assessment methods including surveys of students, former students, employees, and the community as well as focus groups and interviews (see Exhibits – Institutional Effectiveness Assessment Plan).

The college has a wide base of participation in its planning process from four campus-wide committees. Two campus-wide standing committees have *elected* representatives—the College Council (13 members) and the CIC (13 faculty serve as voting members and three administrators serve as nonvoting ex-officio members). Two other standing committees have *appointed* representatives from across the campus—the IEC (20 members) and the Diversity and Retention Committee (18 members). These four committees:

- submit recommendations for actions to the President or Vice President for Instruction
- submit benchmarks to the IEC to measure institutional effectiveness.

In addition, there are many other opportunities for campus community members to become aware of, and involved in, the college's planning processes including department meetings, town meetings with the President and Chancellor, issues forums, and the Lunch Club.

Classified staff and part-time faculty have reported difficulty with participating fully on these important committees because of time constraints. On the 1999 Climate Survey, for example, 41 percent of Administrators and 44 percent of full-time faculty reported satisfaction with “The extent to which employee input is sought in the decision-making process at the college” compared to only 23 percent of classified staff and 15 percent of part-time faculty (50 percent of classified staff expressed dissatisfaction compared to 32 percent of administrators, 24 percent of full-time faculty and 21 percent of part-time faculty). The college is taking steps to provide additional support for members of these groups to participate in planning activities.

The Institutional Effectiveness Committee is charged with communicating the institutional effectiveness process to the campus community, assessing progress toward institutional goals, and overseeing progress toward unit goals. An assessment subcommittee evaluates the research efforts and evaluation processes and makes recommendations on the effectiveness of assessment measures.

The institutional effectiveness process is communicated to the campus community in several ways. Members of the Institutional Effectiveness Committee report back to their constituencies through unit meetings, Instructional Council, and the Managers of Student Services Council. The Committee's report to the President is made public. Finally, during 2000, the college has been developing an intranet to better communicate with the campus on planning issues and decisions.

The 1999 Climate Survey indicated that some faculty and staff feel they are not informed of the

decision-making process and the relationship between the research results and the administrative decisions on college priorities and budget allocations, but there has been improvement in this area over the last ten years. For example, in 1999, 34 percent of respondents to the Climate Survey reported satisfaction with “Communication to employees of resource allocation decisions and revisions” compared to 13 percent in 1995 and 15 percent in 1992 (30 percent expressed dissatisfaction in 1999 compared to 46 percent in 1995 and 45 percent in 1992).

Progress in assessing the accomplishment of goals has occurred through a variety of assessment measures, but the dissemination of such measures has not reached all levels of the institution. For example, while information on Student Learning Outcomes has been analyzed by department, ethnicity, part-time/full-time status, and retention, these results have not been disseminated widely to faculty and staff. The Office of Planning and Research will increase its efforts to analyze and summarize research information for faculty and staff in units that are undergoing review.

The college’s intranet system, to be on-line in 2000-2001, will provide the entire campus community with more convenient access to information on assessment, planning, and institutional effectiveness. The intranet will also improve the ability of committees, units, and individuals to more fully utilize research results in their planning and decision-making activities.

FUTURE DIRECTIONS

Tie assessment results to mission and goals:

While the college excels in the number and variety of assessment measures used in evaluating the success of its Mission and Goals, the college is developing a more formal process to:

- Communicate the results and *key* findings of each assessment measure (e.g., the Climate Survey and Community College Student Experience Questionnaire) and report these findings to the college community
- Tie these findings to current institutional and unit goals

Actions:

- The IEC report and assessment subcommittee report will be available to all staff by fall 2000
- The new intranet will be ready for implementation fall quarter 2000

Provide campus-wide communication and community-building as part of the planning and evaluation process:

In response to the findings from the 1999 Climate Survey, the college is taking steps to improve:

- Communication of administrative responsibilities
- Communication of policies and procedures
- Communication of planning and evaluation processes (see Exhibits – 1999 Climate Survey Results).

Actions:

- Detailed organization chart will be distributed
- The College Council and the Cabinet will follow up on the feedback from an all-campus issues forum held in spring 2000 that identified three areas of concern: communications, workload, and community building.
- Cabinet will propose the next steps based on this feedback.
- Institutional Effectiveness Committee will distribute year-end report on the planning and evaluation process
- Intranet will be used to disseminate results

Include more cross-departmental planning and evaluation:

The college’s planning process is very participatory at the upper levels but needs to be expanded to include all members of the campus community. The college is taking steps to improve communication across units and involve cross-departmental groups in examining the goals and strategies of the institution and all units (e.g., instruction and student services; transfer, general studies, and professional/technical academic units).

Actions:

- Instructional Council and MOSS Council will meet more regularly to discuss college-wide issues and strategies
- A task force of classified staff will meet quarterly to review departmental concerns.

Standard I

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STANDARD II

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

“When I first came to SSCC, I read the mission and learning outcomes that were posted in my classroom. They seemed to be institutional words to impress people. After graduation, I reread them and understood what they really meant and how they are tools that I am applying in my life and on the job.”

Sarah Petersen

2000 Graduate and President’s Award Winner, from speech at “Friends of the College” dinner.

INTRODUCTION

Standard II provides a description and appraisal of program requirements, planning and assessment activities, continuing education, and distance learning programs. It also provides an analysis of each degree granting program. Figure II.1 provides an overview of the organization of the instructional programs.

Since the last accreditation visit in 1990, the college has made significant changes in the curriculum in response to research assessments relating to changing student demographics and needs, changes in the workplace, requests from business and industry, new technology, public expectations for increased accountability, and innovations in teaching and learning.

Students at South Seattle Community College are more diverse and face more barriers than the average Washington state community college student. They have lower economic status, are older, represent the highest percentage of ESL students of any community college in the state, and are often first generation college students. ESL students comprise approximately 26 percent of the college’s student population. The college serves the city’s two largest housing projects. The surrounding community is comprised of largely blue-collar workers and families for whom English is a second language. These factors have a dramatic impact on the college’s programs and services. Recommendations from the 1990 report are reviewed in the program sections.

OVERVIEW

GENERAL PROGRAM REQUIREMENTS (2.A)

South Seattle Community College offers a comprehensive curriculum of academic transfer, professional/technical, basic education/English as a Second Language, and noncredit courses. The college offers lower division courses leading to degrees in Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.), and certificates. Degrees are offered in 25 professional/technical programs and certificates in 21 programs.

The instructional program is a unique mix of professional/technical, academic transfer, and basic skills programs with 50 percent of the college’s enrollment in professional/technical and apprenticeship programs, approximately 22 percent in academic transfer programs, and approximately 28 percent in English as a Second Language (ESL)/Adult Basic Education programs. While enrollment remains steady in professional/technical programs, the last few years have seen a dramatic shift away from programs that have traditionally attracted the largest number of students, such as Automotive Technology and Aviation Maintenance, into Apprenticeships and computer programs. In addition, data indicate that an increasing number of students are attending only long enough to obtain specific technical skills, then entering employment rather than completing degree or certificate requirements. In response to this trend and to feedback from external Occupational Program Reviews, Technical Advisory Committees (TACs), and students, many of the professional/technical programs have revised or are revising their curricula to include a modular format.

FIGURE II.1

INSTRUCTION - Academic

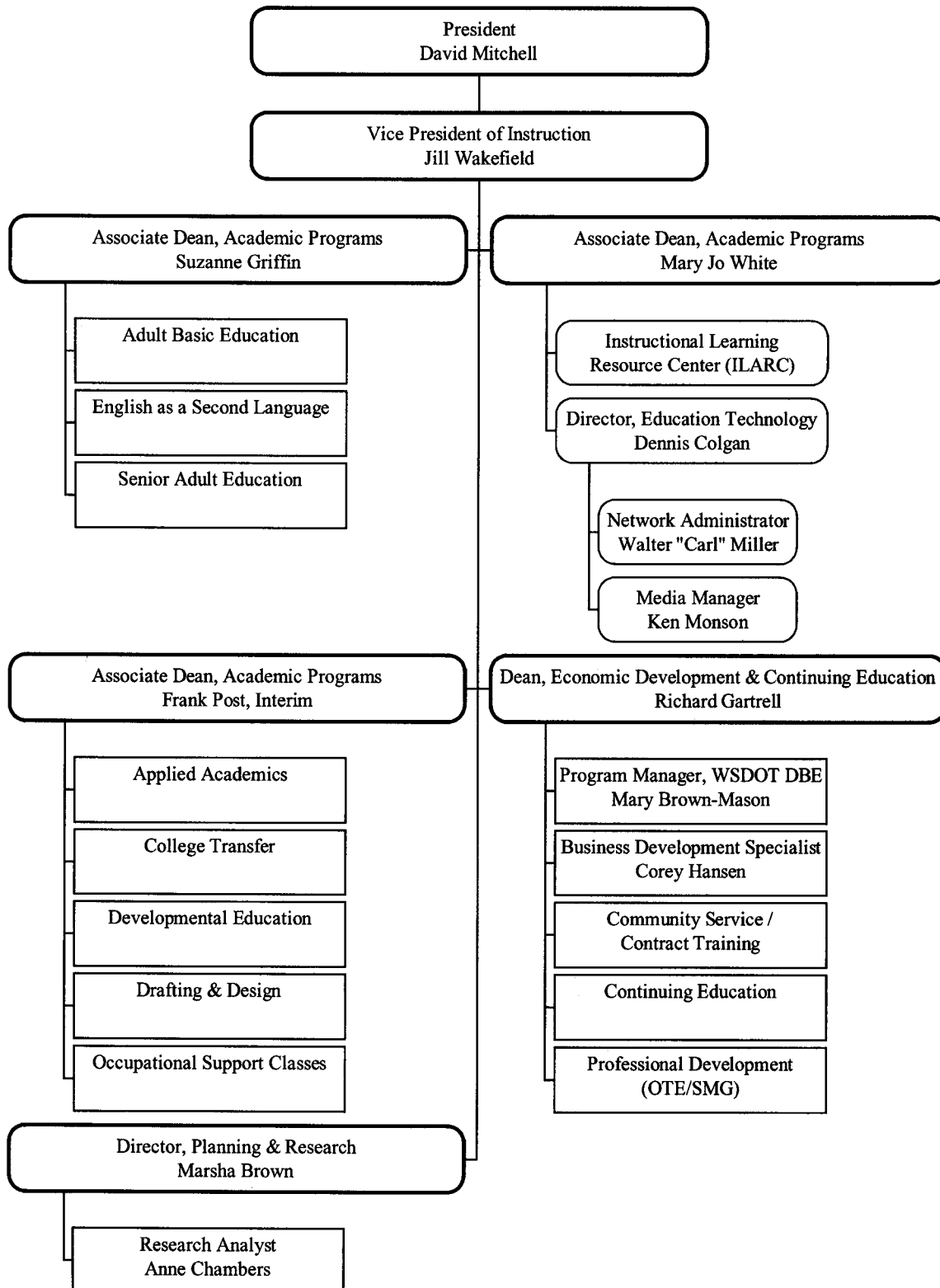
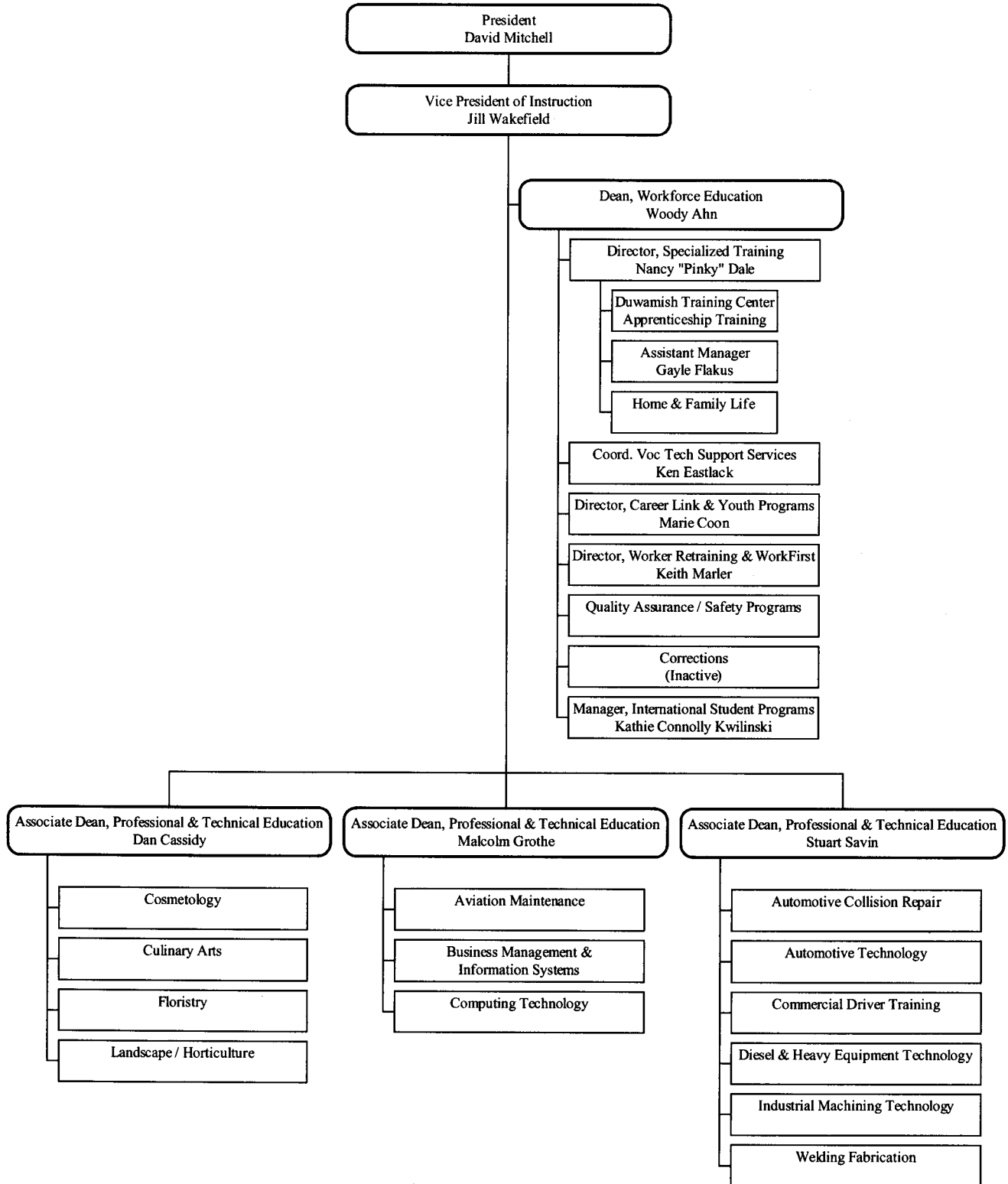


FIGURE II.1 CONTINUED

INSTRUCTION - Technical Education



As can be seen by Table II.1 below, enrollment remains steady overall during the past decade. The shift in program emphasis is more clearly seen in Table II.2, which presents 2 snapshots of FTEs—1979, 1989, and 1999. The programs shown in **bold**

are experiencing rapid growth; programs information shown in *Italics* have experienced significant declines in enrollment. The data in Table II.1 reflect all FTEs, contract, international, and state. The data in Table II.2 reflect only state funded FTEs.

Table II.1
Annualized FTEs, 1988-2000

PROGRAM/CLUSTER	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	PCTS
ACADEMIC/DEV. ED.													
Academic Programs	643	651	714	773	719	704	699	716	754	734	720	720	78%
Developmental Ed	129	153	163	154	147	153	196	196	200	201	212	202	22%
TOTAL ACADEMIC/DEV. ED.	772	804	877	927	866	857	895	912	954	935	932	922	100%
PROFESSIONAL/TECHNICAL													
Aeronautics													
Aviation Maintenance	397	390	399	413	377	277	199	151	172	179	200	195	97%
Avionics	9	27	39	32	23	34	20	6	10	7	16	6	3%
TOTAL AERONAUTICS	406	416	438	444	400	311	220	157	182	186	217	201	100%
Business & Computing													
Business	141	156	144	138	189	168	176	227	206	157	94	88	21%
Accounting	24	30	36	38	57	78	28	34	29	20	17	13	3%
Marketing								6	10	14	13	2	0%
Computing	58	81	79	82	84	79	103	94	141	188	240	323	76%
TOTAL BUS. & COMP.	223	267	259	258	330	325	307	361	385	379	364	426	100%
Manufacturing													
Engineering	72	65	62	59	29	29	36	29	26	45	46	42	32%
Industrial Control	67	56	59	61	59	60	56	40	29	34	28	0	0%
Haz. Mat. / Occ. Safety		3	16	29	44	45	43	36	9	11	20	3	2%
Machining	49	58	51	54	32	16	5	4	10	16	21	16	12%
INT	15	2	0	0	1	3	7	3	6	14	21	5	3%
Quality Assurance	41	26	25	31	24	26	16	16	13	13	8	6	4%
Weld Fabrication	48	39	42	39	41	38	44	52	50	51	65	62	47%
TOTAL MANUFACTURING	293	248	255	273	231	218	207	180	143	185	209	133	100%
Public Service													
Corrections									3	6	5	8	31%
Occ. Teacher Ed	14	10	11	14	12	19	22	16	11	15	15	11	43%
Supervision / Management	36	33	35	41	41	39	34	36	16	19	13	7	26%
TOTAL PUBLIC SERVICE	50	43	46	54	54	58	56	53	30	41	33	27	100%
Retail													
Cosmetology	53	68	62	60	78	76	72	61	60	53	61	61	17%
Culinary Arts (Foods & Pastry)	330	256	245	241	245	300	288	287	278	209	242	233	66%
Landscape/Floristry	77	69	80	85	88	89	95	90	90	78	70	61	17%
TOTAL RETAIL	460	393	387	386	411	465	455	439	428	339	372	355	100%
Transportation													
Auto Body Repair	65	61	47	65	86	53	52	42	51	40	47	49	22%
Automotive Tech	98	101	114	110	111	91	105	115	103	110	96	76	35%
Comm. Truck Driving	28	23	22	29	29	39	44	47	48	39	60	59	27%
Heavy Duty Diesel	83	58	46	50	73	58	55	50	40	34	33	26	12%
MVM	53	42	41	45	27	19	24	27	12	12	8	9	4%
TOTAL TRANSPORTATION	327	285	269	298	326	260	281	280	254	235	245	219	100%
TOTAL PROF./TECH.	1,758	1,653	1,654	1,715	1,752	1,637	1,524	1,470	1,422	1,365	1,439	1,360	
GENERAL STUDIES													
ESL/ABE	498	599	653	654	629	677	787	855	780	817	846	1,009	84%
ESL/DevEd	18	24	32	34	39	51	68	71	58	72	89	71	6%
High School/GED	81	63	87	91	69	64	51	47	42	52	63	52	4%
ABE	57	53	39	70	139	152	109	138	131	85	80	67	6%
TOTAL GENERAL STUDIES	654	739	811	849	876	944	1,015	1,111	1,011	1,026	1,078	1,199	100%
APPRENTICESHIP	270	311	279	299	279	258	332	420	458	556	708	744	100%
PROGRAM TOTALS													
ACADEMIC	772	804	877	927	866	857	895	912	954	935	932	922	22%
PROF/TECH	1,758	1,653	1,654	1,715	1,752	1,637	1,524	1,470	1,422	1,365	1,439	1,360	32%
APPRENTICESHIP	270	311	279	299	279	258	332	420	458	556	708	744	18%
GENERAL STUDIES	654	739	811	849	876	944	1,015	1,111	1,011	1,026	1,078	1,199	28%
TOTAL FTEs	3,454	3,507	3,621	3,790	3,773	3,696	3,766	3,913	3,845	3,882	4,157	4,225	100%
PERCENT OF TOTAL													
ACADEMIC	22%	23%	24%	24%	23%	23%	24%	23%	25%	24%	22%	22%	
PROF/TECH	51%	47%	46%	45%	46%	44%	40%	38%	37%	35%	35%	32%	
APPRENTICESHIP	8%	9%	8%	8%	7%	7%	9%	11%	12%	14%	17%	18%	
GENERAL STUDIES	19%	21%	22%	22%	23%	26%	27%	28%	26%	26%	26%	28%	
TOTAL FTEs	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Professional/Technical Pctgs													
Aeronautics	23%	25%	26%	26%	23%	19%	14%	11%	13%	14%	15%	15%	
Business & Computing Technology	13%	16%	16%	15%	19%	20%	20%	25%	27%	28%	25%	31%	
Manufacturing	17%	15%	15%	16%	13%	13%	14%	12%	10%	14%	15%	10%	
Public Service	3%	3%	3%	3%	3%	4%	4%	4%	2%	3%	2%	2%	
Retail	26%	24%	23%	23%	23%	28%	30%	30%	25%	26%	26%	26%	
Transportation	19%	17%	16%	17%	19%	16%	18%	19%	18%	17%	17%	16%	
TOTAL PERCENTAGES	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Table II.2
Total Annualized FTES by Program for AY 1979, 1989, and 1999

PROGRAM	1979	1989	1999
College Transfer & Occupational Support	605	683	784
ABE/ESL	210	317	644
<i>Aviation</i>	298	315	123
<i>Automotive</i>	615	273	136
Apprenticeship	423	413	777
<i>Business & Office</i>	212	157	50
Computing Technology	0	0	227
<i>Drafting</i>	86	44	12
<i>Engineering Technology, Machining, HazMat</i>	120	256	72
Foods	144	209	216
<i>Home and Family Life</i>	125	163	90
<i>Horticulture, Floristry</i>	163	70	63
<i>Supervision & Management</i>	76	0	9
TOTALS	3,206	3,060	3,469

Degrees/Certificates

The college offers four types of degrees/certificates (2.A.4):

1. Associate of Arts (A.A.) Degree. This 90-credit, outcomes-based degree is designed for students who plan to transfer to a four-year college. The degree was revised in 1996. Changes in the A.A. degree revision include: Intermediate algebra (previously MAT101) is required but has been renumbered below 100 and no longer carries college credit; a 10-credit requirement in integrated studies was added, as was a five-credit speech requirement; 5-credit requirements in both U.S. Cultures and Global Studies were added; and traditional distribution requirements in humanities, social science, and natural science have been replaced by Areas of Knowledge related to outcomes rather than to disciplines. The new Areas of Knowledge are defined as: Visual, Literary and Performing Arts; Individuals, Cultures and Societies; and The Natural World. All have subcategories from which students select their courses.

2. Associate of Science (A.S.) Degree. This 90-credit degree is designed for science majors who plan to transfer to a four-year college.

3. Associate of Applied Science (A.A.S.) Degree. Preparing students for employment, the A.A.S. degree requires a minimum of 90 credits in technical courses and related instruction (allied sup-

port courses and general education), which depend on the student's choice of programs available. This technical degree emphasizes career specialization.

4. Professional Technical Certificates. Ranging from two weeks to two years, the certificates focus on skills in specific technical areas. Certificates of 45 credits and/or one year or longer require discrete courses in communications, computation, and human relations. Recently, the State Board of Community and Technical Colleges initiated Exit Code 9, a new type of program completion that recognizes short course sequences that lead to job readiness.

The district catalog describes each of the degrees, degree requirements, course descriptions, Student Learning Outcomes, and other general information. Instructional units and Student Services provide students with additional information, including program outcomes, the annualized schedule, and other useful information.

Program Design and Structure

The academic calendar consists of 3 eleven-week quarters and an eight-week summer quarter.

Degree and certificate requirements vary depending upon the program. Students in academic transfer programs are strongly encouraged to complete the

A.A. or the A.S. degree, both of which require 90 credits. Students entering professional/technical programs choose from several certificate and degree options depending on their career goals and interests. All students are required to fulfill general education requirements designed to help them master skills in reading and writing, speaking, critical thinking, cultural understanding, and quantitative reasoning. (2.C.1)

The Curriculum and Instruction Committee must approve any new program or class. The programs undergo frequent revision based upon the needs of business, industry, the workforce, program reviews, articulation agreements, and feedback from Technical Advisory Committees (TACs), students, and employers. In 1994, the college, along with the other two colleges in the Seattle District, began a major revision of the A.A. degree, which led to the implementation of a new outcomes based-degree across the district.

Based upon data and feedback provided from program reviews, employers, and TACs, administrators and faculty in several technical programs have evaluated the number of credits and time required to complete a degree program. Based upon the feedback, as part of the curriculum revision projects, several programs (Automotive Technology, Automotive Collision Repair, Foods, and Landscape/Horticulture) have reduced the number of credits required to obtain the A.A.S. degree. (2.A.3, 2.A.6)

COLLEGE INSTRUCTIONAL GOALS (2.A.2)

Both the Seattle Community College District Mission and Goals and the college Mission and Goals provide an umbrella under which all instructional program goals are developed. The mission statement, seven institutional goals, department goals and strategies, and the college assessment plan provide clarification and direction for budgetary decisions. Progress toward achieving the institutional goals is measured against the college-wide benchmarks. Program goals are developed and assessed annually. The annual assessment of progress toward goals is reviewed by the Institutional Effectiveness Committee and forwarded to the President's Cabinet. All budget requests for new

initiatives or positions must be tied directly to the college's mission, institutional goals, and achievement of the department's goals and strategies.

The college has adopted the following goals and developed benchmarks by which to measure overall effectiveness of the instructional program. Strategies for accomplishing these goals are listed in the Strategic Plan (see Standard I Exhibits - Strategic Plan).

1.Goal: Students will make progress in achieving Student Learning Outcomes as well as Program Outcomes

Benchmarks:

- Student Learning Outcomes were incorporated into all instructional programs in 1998
- All degree and certificate programs will assess students at the beginning, middle and end of program — eight programs will implement in 1999-2001
- Students will report substantial progress/gains in SLOs (see chart in SLO section below) - 50 percent by 1999-2001

2.Goal: Students will meet their educational goals for life and work.

Benchmarks:

- Clear life and work goals – increase from 82 percent to 90 percent by 2002
- Clear plans to achieve their goals – increase from 78 percent to 85 percent by 2002

Benchmarks (State Board Assessment Measures & College Goals):

- Transfer rate — increase from 36 percent to 40 percent by 2002
- Employment Rate – increase from 82 percent to 85 percent by 2002
- Percent of Basic Skills students making progress — increase from 29 percent to 32 percent by 2002

3.Goal: The college provides technical and professional training to meet industry needs.

Benchmarks:

- Number of students who are prepared for work — increase by 11 percent by 2002 from 541 to 600

- Percent of students in high wage programs — increase from 41 percent to 50 percent by 2002

Student Learning Outcomes (SLOs)

In 1996, under the leadership of the Curriculum and Instruction Committee (CIC), the college adopted Student Learning Outcomes (SLOs), highlighting the intellectual skills, creative abilities, and methods of inquiry that every student graduating with a certificate or degree from South should have. These are in addition to the specific curriculum outcomes for academic and technical areas of study.

In 1997, faculty revised all course outlines to include two or more SLOs. Research demonstrates that students are making progress toward achieving these outcomes. Students were surveyed before (1996) and after (1999) SLOs were incorporated into course outlines and syllabi. (See Standard II Exhibits — Community College Student Experience Questionnaire.) Since incorporating the SLOs into the curricula through course outline and syllabus revision and providing faculty development activities, improvement has been recorded in many areas per Table II.3 below, which is based upon results of the Community College Student Experience Questionnaire (CCSEQ).

Table II.3
Percent of Students Reporting
“Quite A Bit” or “Very Much”
Progress/Gain (CCSEQ)

	<u>1996</u>	<u>1999</u>
Acquiring knowledge and skills	43.4	49.3
Gaining information about careers	35.6	38.8
Developing clearer career goals	42.4	46.5
Writing clearly and effectively	39.4	45.3
Presenting ideas and information effectively in speaking	29.1	38.7
Acquiring ability to use computers	31.0	41.9
Understanding mathematical concepts	36.0	36.7
Developing ability to learn on my own	44.4	47.5
Understanding other people	39.3	40.2

There was very little change from 1996 to 1999 in student perceptions of gains in two areas: “understanding mathematical concepts” and “understanding other people.” These results were somewhat surprising since the college has devel-

oped strategies in both areas. The findings indicate that the college’s strategies may not have been successful in helping students make progress in these areas. Therefore, the college has revised its strategies and implemented new ones which will be measured on subsequent student surveys.

In the area of mathematics education, the college has increased its support for students outside the classroom. For example, the college created a tutorial and support center, Mathematics Study Tutorial Center (MAST), where students receive one-on-one tutorial help in developmental and college-level math courses. The math lab for developmental math instruction has been relocated to new space in the remodeled library; the new lab is centrally located near other support services. In addition, in 1997, the college implemented an alternative mode of learning for developmental math classes; the college now offers a complete on-line interactive mathematics program produced by Academic Systems. Finally, the college has developed supplemental sections to accompany its calculus series; these sections are designed to provide students with problem-solving skills and applications of mathematical concepts in multiple disciplines.

In the area of Diversity/Human Relations, another finding from the 1996 CCSEQ study indicated that students of color were more likely than other students to rate the college as “an uncomfortable environment for all students.” The college has developed several strategies in response to these findings. One new strategy, as listed in the Strategic Plan, is to change the Director of Diversity and Retention position from a part-time to a full-time cabinet-level position in 2000-2001. Another strategy, which has already led to increased retention in the Aviation Maintenance Program, is a project with The Boeing Company (Boeing) in which a Boeing diversity expert presented a ten-hour diversity/teamwork workshop to first quarter Aviation students. Retention between first and second quarters increased from an average of 83 percent to 97 percent in 2000. In spring 1999, the college invited Edward Beckham to come to campus several times to assess the climate and make recommendations; Dr. Beckham is a nationally recognized diversity

consultant who led the Ford Foundation's diversity project (see Exhibits – Beckham recommendations). The new Director of Diversity and Retention will help faculty and staff implement strategies in response to Dr. Beckham's recommendations.

Further analysis of progress in these areas, from the beginning of a student's program through graduation, substantiates that students make gains as they progress through their educational programs at the college (see Exhibits – Students Goals and Learning Outcomes Self-Assessment).

The CIC continues to focus on establishing benchmarks for SLOs and helping faculty measure student progress. The CIC's focus for 2000-2001 is **Information Literacy** based on an analysis of results from the 1999 Student Goals and Learning Outcomes Self-Assessment survey (see Exhibits). Student responses to the survey showed a significant difference between the **percentage of students who viewed these skills as important (92%)** and the **percentage of students who viewed the college as helpful in improving their skills in these areas (66%)**. In response to these findings, the Library has instituted a number of faculty and student seminars and increased the number of library orientations (see Standard V). The CIC is working with the Faculty Development Committee to provide faculty development seminars on these issues during the year. During summer 2000, the college offered a Summer Institute for faculty and staff designed to improve their skills in information literacy and computer technology. (2.A.8)

A major focus of the college has been to increase access to technology and to provide state-of-the-art learning experiences to its students. The new library doubled the number of computers available in open labs from 48 to 96. In addition, the number of instructional computer labs and computers has increased dramatically. In 1992, there were 72 computers on campus for students; currently, there are 788 (see Standard V). A technology fee has been assessed to insure that computer labs are updated on a regular basis.

Resources Supporting Educational Programs (2.A.1)

A highly-skilled and student-centered faculty is a strength of South Seattle Community College. In the 1999-2000 school year, the college employed 80 full-time (including counselors and librarians) and approximately 225 part-time faculty and more than 150 full- and part-time employees providing administrative support to students. It should be noted that all apprenticeship programs are taught by part-time faculty who are full-time journey level workers in their areas of instruction, which has a major impact on the college's full time/part-time faculty ratio. (2.C.1)

Faculty are all qualified to teach at their academic levels. All faculty members in Academic and General Studies Programs have at least a Master's degree in their respective disciplines; many have doctorates. Professional/Technical faculty are all qualified through education, training, and experience to teach in their areas. Faculty qualifications are discussed below in each of the instructional areas as well as in Standard IV.

Physical Resources

Classes are offered on the 88-acre main campus and the 9-acre Duwamish Industrial Education and Apprenticeship Center (Duwamish), as well as at NewHolly and other sites throughout West and South Seattle. The main campus is home to 34 structures that house classrooms, labs, offices, and other teaching/learning spaces, including a garden center, greenhouse, floristry shop, cosmetology center, and auto repair facilities. In addition, a 10-acre arboretum serves as a laboratory for landscape horticulture students.

In terms of facilities, the college has made excellent use of state funds. Occupational Program Reviews have indicated that facilities meet industry standards. The college was very successful in obtaining state funds for facilities during the 1990s. Projects funded during the past decade included design and construction of the Jerry M. Brockey Student Center, a new greenhouse and garden center, and a new building at Duwamish; renovation of the library and the machinist buildings; and conversion of several automotive labs in the Technology Center

into computer labs. Three new projects have been approved at the State level. If funds are approved by the 2000 legislature, the following will be funded in 2001-2003: a \$5 million replacement building at Duwamish, a \$500,000 matching grant for the foods building, and pre-design funds for the new Instructional Technology building. Challenges include lack of space for physical education, the need for theatre upgrades, and keeping up to date with technology and changing instructional needs. Recognizing that state funds do not always keep pace with campus needs, the SSCC Foundation has undertaken its first capital campaign: to provide over \$1,000,000 for new food science facilities.

Funding

It is important to note that the primary way to receive additional funding for programs is through enrollment growth. As is evidenced in Table II.1 above, enrollment growth has been relatively limited during the past decade. Funds from the state have increasingly moved to a RFP (Request for Proposal) funding structure. Grants for information technology programs, high demand programs, worker retraining, and workfirst (welfare reform) programs are moving to an application process. This makes it more difficult to plan.

Curriculum Implementation, Review, Revision (2.A.7, 2.A.10, & 2.B.1)

The 1990 accreditation team recommended that the college develop a written procedure for the review of programs and for curriculum approval. In response to this recommendation, in 1996, the college's Curriculum and Instruction Committee (CIC) was instituted as part of the college's commitment to advisory governance. Typically, new course proposals and program changes begin at the faculty and program levels. With the associate dean's approval, the faculty develop a new course, or revise an existing one, and prepare course materials and course outlines as specified by the CIC. The CIC reviews new courses and programs, as well as major program revisions, and makes recommendations to the Vice President for Instruction. In addition, the CIC oversees program reviews and the department's response to those reviews. The purpose of the CIC is to improve the quality of programs, to avoid duplication, to increase effi-

ciency and effectiveness, and to provide faculty a greater voice in curriculum decisions. The CIC established SLOs and has provided leadership for their incorporation into course outlines. The committee also provides a forum for the discussion of issues affecting instruction, such as distance learning.

Approved courses and programs are forwarded to the district office and submitted to the State Board for final approval. Course and program deletions are also reviewed by the CIC, approved by the Vice President for Instruction, and forwarded to the district office and State Board of College and Technical Colleges (SBCTC). SBCTC procedures for program addition and deletions were most recently reviewed and updated in 1998-1999. When courses and/or programs are dropped or placed on inactive status, arrangements are made to "grandfather" currently enrolled students through their areas of study. (2.A.11)

Use of Library (2.A.8)

Library personnel work closely with their faculty colleagues in academic, general education, and professional/technical education to select materials in all media to support instruction in every program. Each of the library faculty serves as liaison to an instructional department to assist in the selection of new materials. All degree and certificate programs require information literacy. In addition, librarians provide regularly scheduled workshops on discipline-specific programs, such as "Library Resources for Horticulture Students." The relationship between departments and the library is strengthened by the participation of librarians on the Curriculum and Instruction Committee, Academic Programs Advisory Committee, Institutional Effectiveness, and Technology committees.

The newly remodeled 22,000 square foot library, which opened in January 2000, has responded to a college-wide goal of increasing access to technology for faculty and students. It houses 96 computers for student use in an information commons area. These computers are used by classes throughout the college and provide access to libraries around the world. In addition, it offers a state of the art Teaching and Learning Center where services include assistance in developing distance learning courses

and faculty development courses on a wide range of topics ranging from computers to plagiarism.

To complement the services and materials available in the library, several technical programs maintain reference materials, trade journals, and service manuals, as well as computer-based programs for reference. In addition, faculty and students may access both on-site and off-site collections from office desktops and home computers.

Scheduling (2.A.9)

An annualized schedule provides students with quarterly and yearly course information to help them design their educational programs to meet their goals for life and work. As part of the strategic plan, and in response to increased demand, weekend, evening, short-term, and distance learning offerings have been increased. Interactive classrooms allow low-enrolled classes to be combined across all three colleges in the district; although initial offerings did not meet expectations, the installation of Internet 2 will improve the technology for offering these combined classes.

The college has expanded off-campus offerings to the NewHolly campus, which opened in 1999 to serve residents in southeast Seattle and the NewHolly community.

The college is committed to providing learning that is accessible to all students. Because of the relatively small size of the college transfer program, faculty and students have been concerned about the limited number of 200-level courses. During the past few years, the college has made a commitment to increase the number of 200-level courses and to guarantee key sequential courses

Experimental Learning (Policy 2.3, 2.A.10)

The college follows accepted practices in assigning credit for learning experiences (2.A.6). In accordance with the Washington State Community and Technical College Guidelines for Prior Learning Assessment (see Exhibits), distributed in April 2000, the college provides credit for prior learning experience. Assessment of learning is the responsibility of faculty who are the content specialists.

Faculty assess and recognize prior learning and make the determination of credit awards. Skills obtained through work experience must be demonstrated by preparing of a portfolio, providing a letter from an employer which documents skills competencies and/or by meeting with a faculty member or associate dean to assess skill competencies. Collection of fees and tuition does not impact the decision to grant credit.

Educational Program Planning and Assessment (Policy 2.2)

In 1992, the college instituted a program to assess the effectiveness of educational programs as part of the campus-wide institutional effectiveness effort. The thrust of this activity was to improve teaching and learning by determining and gaining consensus on goals/outcomes, developing assessment measures, and measuring progress toward goals. Each instructional unit identified the major outcomes and measures to assess progress. The faculty then developed plans to ensure that outcomes were being met. The Institutional Effectiveness Assessment Plan became the foundation of the college's assessment plan, which is an integral part of the strategic plan (see Exhibits).

As part of the process described above, faculty meet regularly to assess and refine goals for individual instructional units and to design assessment measures to chart progress. Part of the process is designed to align unit goals with the college's mission and institutional goals that form the basis for the strategic plan. Each year, units report on progress toward their specific goals to the Institutional Effectiveness Committee. Among the data that are used for this report are regular program reviews, transfer rates, follow-up studies, climate surveys, alumni surveys, placement rates, and other information related to specific program goals.

Unit goals are published as part of the college's strategic plan. Any requests for additional budget allocations must relate to the department goals, as well as to the college mission and institutional goals.

Continuous assessment has become a major focus at the college, necessitated in part by changing student demographics and changing skills needed

for employment in an ever-changing, technology-driven workplace. Each program unit uses a variety of assessment tools including:

Internal Student Feedback Sources

- Completion Statistics
- Student Evaluations
- Placement data
- Retention statistics
- CCSEQ – Student Survey
- ACT Study of Graduates
- Study of Graduating Students
- Student Interviews
- Portfolios
- Capstone Projects/Oral Presentations
- Follow up Studies/Alumni Studies
- Graduation and Transfer Rates
- Internal Program Reviews
- Pre-, Mid-, and Post-Assessment
- Student Goals and Learning Outcomes
- Self-Assessment

Input from Faculty

- Faculty Meetings
- Program Self-Studies
- Climate Surveys

External Feedback Sources

- Occupational Program Reviews (OPR)
- TAC meetings
- Business Surveys
- College Transfer Data
- Data from Employment Security
- Data from the State Board for Community and Technical Colleges
- License Certification

As mentioned earlier, each instructional unit has developed a set of specific curriculum outcomes. Eight programs have expanded the assessment process to include pre-, mid-, and post-assessments to measure progress toward program outcomes and to assist students and faculty with identifying skills and knowledge yet to be acquired. Faculty members in the eight programs (LAN/Software Engineering, LAN Service Technician, Computer Applications/Help Desk, Automotive Collision Repair, Aviation Maintenance, and Floristry, examined their programs, determined the best “test” and

developed an assessment process. Pilot testing for the pre-, mid-, post assessment began in the spring and summer of 2000. Initial testing established a baseline for subsequent evaluations. Program pre-, mid-, post assessment processes are described within each of the program exhibits (see Exhibits).

As an additional strategy to assess program effectiveness, in 1998 South Seattle Community College purchased a computerized system to track and monitor skills acquired during a student’s program. “Diploma Technology” tracks, grades, and documents both individual skills and program effectiveness through a bar coding system. Competencies are set by industry, licensing agencies such as the Federal Aviation Administration, and/or by the faculty. The system allows the instructor to effectively assess each student on a daily basis and to maintain an ongoing record, which will be of value to the student’s future employer. Currently, programs in Automotive, Aviation, and Computer Technology are planning to use the Diploma Technology system. By 2000-2001, the college plans to use the system in ten of its Professional/Technical programs. Finally, for the last three years, the college has been pilot-testing a program to assess entering students with WorkKeys™ in introductory communication courses related to professional/technical instruction. The results from the WorkKeys™ assessment allow students to compare their skills with those required in their desired jobs.

Occupational Program Reviews (OPRs) have highlighted a number of concerns. Sixty-seven percent (67%) of the reviews have recommended a revision of curriculum content. In several programs, a recommendation to review the number of credits has resulted in a modification by faculty and staff of the number of credits and time required to complete degrees. As a response, major curriculum revisions have been made and implemented in several programs, including Culinary Arts, Landscape/Horticulture, Automotive Technology, Automotive Collision Repair, Environmental Health and Safety, Computer Aided Design, and Business.

In addition, more than 50 percent of the program reviews highlighted the need to increase enrollment through additional marketing activities. In response,

the college established a marketing budget in 1996 and has been increasing the budget for marketing since that time; a Director of Student Outreach and Recruitment position was added. Two new positions have been funded: a Marketing Specialist and a Webmaster, both with a focus on increasing visibility for, and enrollment in, technical programs.

The OPRs and TACs also recommended that specialty certificates be instituted for students who come to the college to learn specialty skills or to update skills. Research demonstrates that students increasingly opt to complete several classes within their programs instead of the complete degree. In response, faculty and administrators have and continue to develop certificate-based modularized programs (see Exhibits).

Advising (2.C.5)

Four advisors and three counselors as well as some faculty provide advising services for prospective and enrolled students. As noted in Standard III, counselors are faculty members who provide educational

counseling and assist students in making appropriate decisions concerning academic choices and career paths. Three advisors are housed in student services and another has an office in the Technology Center.

Undergraduate Program (2.C)

This section describes and assesses general education, transfer, and acceptance of credits, advising, and remedial work.

Student Enrollment

Annual student profiles are produced by the Registration Office to monitor changing student demographics. As shown in Table II.4 below, the most notable shift at South has been the increase in diversity of the student body. For example, students of color is now 35 percent compared to 31 percent in 1990. Most of the growth has come from African Americans and Hispanic students. The percentage of students 19 or younger increased from 6 percent to 12 percent during the decade, while the percentage of 20-25 year old decreased from 26 percent to 21 percent.

Table II.4
1999-2000 Enrollment Profile
Annual Student Headcount — 7,772

State Supported Program	No.	%	Race/Ethnic Background	No.	%
Professional/Technical	4,558	59	Asian/Pacific Islander	1,410	18
Academic	2,804	36	African American	664	8
Contract Support			Native American	88	1
International Students	194		Hispanic	444	6
Running Start	166		Other	95	2
Workforce Training	868		Total Students of Color	2,701	35

Age	No.	%	Full- Part-Time	No.	%
Under 18	287	4	Full-time Students	3,318	43
18-19	600	8	Part-time Student	4,454	57
20-25	1,598	21	Gender		
26-29	998	13			
30-39	2,077	26	Female	3,108	40
40-49	1,352	17	Male	4,567	59
50+	720	9	Disabled		

Occupational Placement (2.C.8)

SBCTC monitors the occupational placement of job preparatory students through the Office of Employment Security (see Tables II.5 and II.6 below.) When placement rates in a particular program drop,

the college responds with appropriate measures, such as updating curriculum to meet new industry standards. The college's goal is to increase the overall placement rate to 85 percent by 2002.

Table II.5
Status of Professional/Technical Completers Nine Months After College

Year Students Exiting from College	Total Number Of Graduates	Estimated Employees	Estimated Percent Employed (%)	Percentage Employed Continuing Education	Or Continuing Education (%)
1993-94	309	262	85	18	91
1994-95	331	284	86	24	93
1995-96	271	234	86	**	**
1996-97	286	240	84	**	**
1997-98	368	303	82	**	**

** information not provided in State Board report for that year.

Source: State Board for Community & Technical Colleges, Academic Year Reports.

Table II.6
Occupational Placement Rates for Professional Technical Programs
(in percentages)

Year	1995-1996	1996-97	1997-1998
Total	86	84	82
Aeronautical Technology			
Aviation Maintenance	78	92	81
Avionics	100	100	54
Information Technology			
Accounting	75	90	82
Business Information Technology (BIT)	83	91	86
Computing Technology	79	83	76
Marketing	NA	90	86
Manufacturing			
Drafting	94	89	82
Hazardous Materials Handling	93	77	86
Quality Assurance	93	82	100
Robotics	75	74	72
Welding	92	70	76
Public Service			
Occupational Teacher/Trainer Education	NA	86	83
Supervision and Management	100	93	77
Retail			
Cosmetology	72	70	61
Culinary Arts	87	80	86
Floristry	92	90	83
Landscape/Horticulture	75	67	76
Transportation			
Automotive Collision Repair	87	82	92
Automotive Technology	74	88	86
Commercial Driver Training	100	79	72
Diesel/Heavy Equipment	86	83	100

Transfer to Four Year Institutions

Although often incomplete, the college monitors reports that track students to four-year institutions. In response to declining numbers and percentages of graduates transferring from South to four-year institutions in the early to mid-1990s, the college implemented a number of strategies, including adding a College Transfer Center, and applying for and receiving a Student Success Services grant, both focusing on increasing the transfer rate. In addition, tutoring services were expanded in the Writing Center and a new program, MAST (Math Study and Tutoring), was added. While preliminary reports indicate that strategies have been successful, (Table II.7), reports continue to be monitored, and new strategies are being implemented to help the college reach its goal of increasing the transfer rate from 36 percent to 40 percent by 2002.

Table II.7

Number of Transfers to Public Four Year Institutions

Academic Year	Number of Students
1994-1995	123
1995-1996	125
1996-1997	121
1997-1998	82
1998-1999	94
1999-2000	111

Source: State Board for Community & Technical Colleges, Academic Year Reports

General Education (2.C.1)

All degree programs require a general education or related instruction component. The requirements are described in the catalog. The catalog lists specific general education or related instructional requirements for each degree program.

Related instruction in technical programs is found in discrete courses on communication, computation, and human relations. Student Learning Outcomes are also included in other courses. Occupational Program Reviews, Technical Advisory Committees, and feedback from surveys of business and industry provide information regarding the importance and relevance of the general education requirements. Almost without exception, these sources stress the importance of students' having good communication, computation, and human relations.

Acceptance and Transfer for Credit (2.C.4)

To ensure that course credits transferred in from other colleges are equivalent, the college relies upon the *Transfer Credit Practices of Designated Educational Institutions* published by the American Association of Collegiate Registrars and Admissions Officers (AABRAO). Credits from participating schools are automatically accepted. For situations in which transfer credits are from schools who are not a part of the Association, course descriptions from catalogs are compared and schools are contacted either in person or over the world wide web.

The college has a direct transfer agreement with all Washington baccalaureate institutions that guarantees admission and junior standing to students who obtain the A.A. and A.S. degrees. The college has developed articulation agreements with several colleges (Embry Riddle, The Evergreen State College, City University) that provide opportunities for graduates with an A.A.S. degree to pursue a bachelor's degree.

Academic Advising (2.C.5)

Four advisors and three counselors as well as some faculty provide advising services for prospective and enrolled students. As noted in Standard III, counselors are faculty members who provide educational counseling and assist students in making appropriate decisions concerning academic choices and career paths. Three advisors are housed in student services and another has an office in the Technology Center.

Remedial Course Work (2.C.6)

SSCC provides a wide range of developmental courses to prepare students for college-level course work.

Other services:

- Writing Center
- Tutoring Center
- Services for Students with Disabilities
- MA.S.T
- PALS

Each of these areas is directed by professional staff and supported by paid student tutors and part-time employees.

Future Directions

As stated in the strategic plan, the college is strengthening programs and services that prepare students to reach their goals for life and work. These include providing more flexible program delivery options, incorporating technology into programs, and strengthening partnerships with business and education.

Educational Development and Technology

South is preparing for the 21st century in many ways. The college has made great strides in educational technology and distance learning and will continue to pursue new delivery options through distance learning and other technology. As stated in the Strategic Plan, programs will be expanded or cut back in response to student and employer demand. The college will also increase the number of high wage programs, such as information technology.

To support the integration of technology into the classroom, SSCC established a Teaching and Learning Center (TLC) in 2000. The TLC functions as a laboratory where faculty research new approaches to instruction and learn how to incorporate technology into their classes. The TLC's inaugural activity was the Summer 2000 Institute, where faculty and staff learned web page production technologies and how to produce web pages for their programs.

Flexible Programs

In response to demand from employers and students, South Seattle will continue to modularize technical training, distance learning, hybrid courses (part on-line and part on-ground), and fast track programs. The college has developed a state-wide reputation for developing short-term technical programs for worker retraining and workfirst (welfare reform) students. It is expected that these programs will increase. Program offerings will increasingly be based on "helping students meet their goals," as stated in the mission statement.

Partnerships

South enjoys a strong tradition of building partnerships in the community. Partnerships with business will increase through TechPrep articulation agreements, internships, and programs with labor. A major focus on expanding contract training began in 1999-2000. Current training partners include Amazon.com, Todd Shipyards, The Bon Marche, Seattle City Light, and Saudi Airlines. The college has a strong presence in the community. The college was selected to serve as the college in residence at the Campus of Learners at NewHolly, a former housing project that has been renovated into a mixed housing community. South is offering ESL, academic and technical programs at the Campus of Learners, as one strategy to serve the residents of southeast Seattle. The college is also committed to building partnerships with four-year colleges, and to building options for graduates of its technical programs. Current partners include Embry Riddle University, The Evergreen State College, and City University. The Asian Studies program is being developed out of the partnership with the Chinese Garden, being constructed on the campus.

Expanding the Academic Transfer Program

South Seattle Community College's transfer program, while an excellent one, is the smallest program in the area. In order to remain competitive with area colleges, South must expand its range of courses available, particularly second year offerings, for liberal studies students.

Helping Students Meet Their Goals

Programs will continue to strengthen assessment efforts in determining program effectiveness and progress students are making toward program and student learning outcomes. The college will also continue to assess the effectiveness of strategies for increasing the transfer rate and employment rate of graduates. Strategies will be incorporated into college planning efforts.

ACADEMIC PROGRAMS

INTRODUCTION

Academic Programs (formerly known as the College Transfer and later the Liberal Studies Division) at South Seattle Community College administers the comprehensive curriculum for the Associate of Arts and Associate of Sciences degrees. It is also responsible for Developmental Education and Applied Academics as well as the Computer Aided Drafting and Design Program. The latter represents a major addition since the 1990 accreditation visit

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

The faculty and administration have addressed the recommendations from the 1990 evaluation in the following manner:

Continue to pursue additional variety in the curriculum, particularly in the second-year and major support courses.

In addition to adding classes to the course offerings, the entire Associate of Arts degree was redesigned and overhauled. This has not only changed the nature of the courses the college offers, but it has precipitated much innovation in the curriculum. (Detail is provided in the individual program descriptions that follow in this document.)

Investigate the “wellness” concept now incorporated in many community college physical education programs. Pursue such a program that will serve faculty, staff, and community as well as students and will strengthen considerably the PE program. Also, complete the shower facilities.

The shower facilities have been completed, and regular college-level physical education courses are offered each term. A human nutrition course (NTR150) is also a staple of the curriculum and is among the most popular courses offered. Future expansion in this area may also be possible as new facilities are developed.

Address the concern regarding the 101A and B English courses for occupational program students. Consider renumbering and taking steps to evaluate

the comparative status of these courses, eliminating the perception that they are developmental in nature. Ideally, they are college level but with different content emphasis.

English 101A and B are no longer offered. They have been replaced by ENG105 and 106, communication courses specifically designed for professional/technical students. (For more detail about these courses, see the section below on Applied Academics.) In addition, a section of English 101 BST (Business, Science, and Technology) is offered quarterly as an alternative for students in technical programs.

Make a concentrated effort to assist the library in updating and expanding the book and other learning resources collections.

Faculty are encouraged to work with the library in terms of recommending acquisitions and facilities updates. The addition of the newly remodeled library facility has led to an increase in library usage by students.

Take steps for assessment of the student transition process from developmental to academic courses. Consider definition of competencies necessary for success in college-level courses.

The developmental faculty have assessed the transition of students from their classes to transfer-level math and English courses. Preliminary data on a recent research project showed that 73 percent of students who completed ENG096 with a 2.0 or better received a 2.0 or better in English 101. Results from the same report indicated that 42 percent of students who completed MAT098 received a 2.0 or better in a subsequent college-level math course. (Details of the report can be found in the *Academic Programs Resource Manual* [see Exhibits] under the assessment measures summarized in the Faculty Planning Projects section.)

The Natural Sciences and Mathematics areas should consider a type of college transfer advisory committee. Such a group, similar in structure and purpose to the occupational advisory committees, could interface with these groups and perhaps gain occupational endorsement for the various support efforts of the division.

The faculty in these areas have established relationships with their peers at the other colleges in the district as well as with those at baccalaureate institutions. Faculty have worked with the Washington Center for Improving Undergraduate Education in the area of math reform. Also, an ongoing effort is being made to work with high school teachers. Two summer institutes for high school faculty and a workshop for math teachers have become regular summer programs. Over 60 high school faculty and counselors have participated.

The division should consider participation in an active student tracking system. The collected information could therefore be used to assess division effectiveness.

Several measures are used to track student progress and success, including enrollment data, transfer rates, student grade point averages after transfer, success upon completion of developmental courses, and graduation and program completion rates.

The division may wish to consider a renewed effort to explore support of additional occupational programs as a way to expand the science offerings.

The college has explored several options in the recent years. As of this date, no new programs have been established although the drafting program is now part of the unit. The rationale for this move was to provide students with a spectrum of engineering related course work.

The division should consider the desirability, within budgetary constraints, of continuing to expand the night offerings of college transfer classes. Consideration should also be given to involving more full-time faculty in such activity so that the night students have access to full-time faculty.

Academic Programs has bolstered its evening program by offering more courses in both traditional and distance-learning formats. In addition, many evening sections are taught by full-timers either as overloads or as part of their regular responsibilities. The college also offers several developmental and transfer courses on Saturdays and at our new off-campus site at NewHolly.

The division may wish to consider a formal commitment to increased student use of the library through the use of specific library assignments in all classes. Such an effort could include a cooperative process with the library staff to review regularly all collections to keep them up-to-date.

Information Literacy is one of the Student Learning Outcomes. By definition, this necessitates that students use the library to fulfill course requirements. Also, library information classes are regularly offered through this division.

ACCREDITATION 2000 SELF-STUDY

ACADEMIC PROGRAM FACULTY AND CURRICULUM PLANNING

The faculty in the unit are highly qualified and accomplished. They all hold advanced degrees, several have published extensively, and others have excelled in artistic creativity. They are dedicated to providing students with first-rate educational experiences. During the past several years, the faculty have developed and taught many new courses to provide opportunities for students to satisfy the requirements for the new Associate of Arts degree and to encourage enrollment growth by offering innovative and exciting alternatives for students. (2.C.7)

The faculty elect representatives from among their peers to serve on the Academic Programs Advisory Committee (APAC). The APAC members are responsible for working with the Associate Dean of Instruction for Academic Programs as they plan and implement curriculum and assess the overall college transfer program. The representatives are responsible for working with the general faculty who teach courses within the various Areas of Knowledge since courses do not fall naturally into the traditional discipline groupings. (2.A.7.b)

STUDENT LEARNING OUTCOMES (2.B.2)

Academic Programs faculty have made efforts over the last several years to incorporate the college-wide Student Learning Outcomes (SLOs) into their course content. Each official course outline identifies the specific SLOs covered in the course. Also,

efforts have begun to collect a file of course materials faculty have developed to meet these outcomes. (These are included in the *Academic Programs Resource Manual*, see Exhibits). Attempts were also made to gauge student progress on these Outcomes by comparing entry, mid-program, and exit scores on ASSET/SLEP/COMPASS. The initial results of this assessment may be found in the *Academic Programs Resource Manual* in the Faculty Planning Project summaries. This report is the result of an assessment project undertaken by Academic Programs faculty. However, these tools do not lend themselves to mid- and post-assessment. Therefore, faculty are continuing to search for appropriate methods. Additional strategies will also be addressed in individual program areas throughout this report as well.

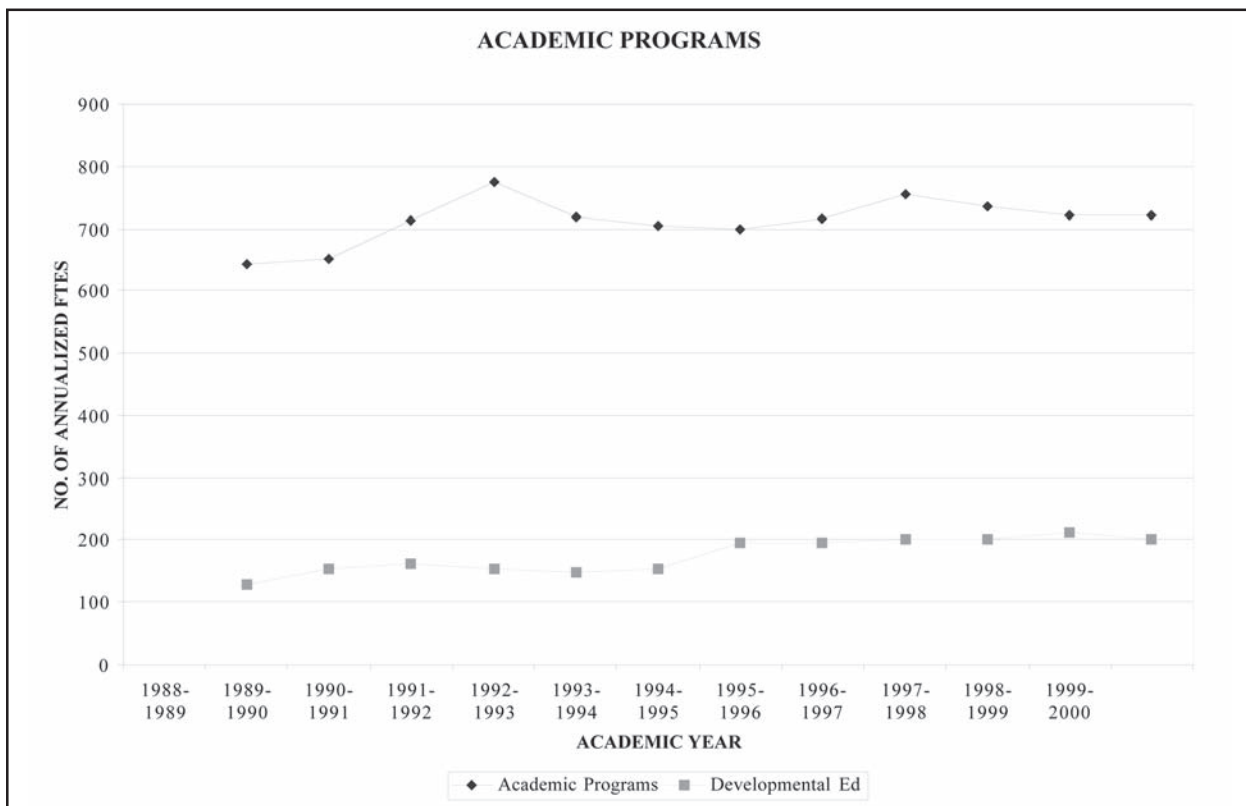
OVERALL ACADEMIC PROGRAMS

The college offers an outcomes-based Associate of Arts (A.A.) degree that provides students with a foundation of liberal learning as well as skills in

communication, reasoning, judgment, and use of technology that can be applied directly in many areas of employment and used as a bridge for further education. The A.A. degree is a 90-credit transfer degree that fulfills the general education requirements for most baccalaureate degrees in arts and sciences. This degree is accepted by all of Washington State's baccalaureate institutions and often constitutes the first two years of work toward a bachelor's degree. In these lower division courses, students concentrate on the broad general education components as well as prerequisites for major fields of study. The college also offers an Associate of Science Degree as well as an A.A. degree with an emphasis in Business Administration. Faculty are currently working on developing similar options for engineering, fine arts, and Asian studies. (2.A.3, 2.C.3)

To enroll in a Distance Learning course, students must be eighteen years of age or have received a high school diploma or General Education Development (GED) certificate, and they must have

Figure II.2
Enrollment Trends



satisfied all course prerequisites outlined above. Courses are open to Running Start students.

**ANALYSIS AND APPRAISAL
(OVERALL ACADEMIC PROGRAM)**

As noted above, South Seattle Community College supports a uniquely diverse student population from a largely blue-collar, English as a Second Language (ESL) community. Traditionally, professional/technical and ESL programs are in the highest demand. However, Academic Programs has continued to support those who are seeking baccalaureate degrees. Academic Programs supports approximately 22 percent of the student FTEs and has maintained a stable enrollment for the past decade (see Figure II.2 above). Nevertheless, increasing enrollment is a fundamental goal of the unit.

In accordance with Policy 2.2, Academic Programs faculty and administration have regularly and systematically reviewed and analyzed information that is accessible to college personnel. There are a variety of tools the college employs to measure the effectiveness of its educational programs. These include comparing grade point averages, placement rates, mobility studies, and student comments. Examples of data analyses that have been used to determine program effectiveness follow.

TRANSFER DATA (UNIVERSITY OF WASHINGTON)

The latest complete data from the University of Washington (UW) is from fall quarter 1999. Table II.8 displays the 1998 Grade Point Averages (GPAs) for all community colleges, new South transfers, all existing South transfers, new and existing transfers combined, and all undergraduates at the UW. In addition average GPA for all community college students is shown..

Table II.8
Comparison of SSCC GPAs at
University of Washington — 1999 Data

CATEGORY	GPA
New 1998 Transfers, All Community Colleges	3.07
New 1998 South Transfers	3.03
All Existing South Transfers in 1999	2.99
All (New and Existing) South Transfers in 1999	2.99
All Undergraduates at UW in 1998	3.08
1999 GPA for all Community College Transfers	2.97

A study conducted by the UW of fall 1999 transferees indicated that students from the college perform at the same level as all transferees from state community colleges. Specifically, the average GPA for all community colleges and South’s transferees was 2.97 indicating that our students performed as well as their peers from other colleges. South Seattle Community College transferees earned higher than average grades in Area, Ethnic, and Cultural Studies; Business Management and Administrative; Communications; Physical Sciences; Mathematics; Multi/Interdisciplinary Studies; and Visual and Performing Arts. They performed below the state average in Social Sciences and History; English Language and Literature/Letters; and Engineering. (Details from these and similar studies may be found in the Faculty Planning Project summaries contained in the *Academic Programs Resource Manual*, see Exhibits.)

INSTITUTIONAL RESEARCH OFFICE

The Institutional Research Office also compiled information examining how the college’s transfer students performed at four of the six state baccalaureate institutions: the University of Washington, Washington State University, Western Washington University, and Eastern Washington University. (Central Washington University was excluded because the comparison information was not available in the data provided. Evergreen State College uses a non-conventional grading system and could not be used in the study.) The study compares grade point outcomes in fall terms of the years 1991 through 1996. For new transfer students attending the University of Washington, there is no statistical difference between the reduction in grade point average experienced by the college-transfer students and that of all transferees from Washington Community Colleges. However, the reduction in grade point average of the college transfer students is greater for the other three schools. For these three schools, the number of student transfers from the college is quite low, single digit in each case. A consistent finding was that in almost every example, in the study, transfer students from South Seattle Community College had a larger decrease in grade point average than the decrease for transfer students from all Washington Community Colleges. The Table II.9 below indicates the receiving baccalaureate institutions for the academic years 1997/98 and 1998/99.

Table II.9
Number of Students Transferring to Four-year Colleges/Universities.

NUMBER OF STUDENTS TRANSFERRING TO:	AY97/98	AY 98/99	AY 99/00
Antioch University	No data	No data	No data
Central Washington University	20	22	20
City University	7	0	1
Eastern Washington University	0	0	2
Evergreen State College	4	6	8
Gonzaga University	0	0	1
Seattle Pacific University	7	4	5
Seattle University	4	13	12
University of Puget Sound	0	0	0
University of Washington	44	53	62
Washington State University	12	8	13
Western Washington University	3	5	6
Whitman College	0	0	0
Other	1	1	8
OVERALL	102	112	138

ALUMNI SURVEYS/STUDENT INTER-VIEWS/ COMMUNITY COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE/ CLIMATE SURVEYS

While few overarching themes have emerged, alumni surveys, climate surveys, and student interviews have provided much valuable information that has been used in program planning and assessment. Faculty have made significant changes in response to this information and many of these are detailed in the individual program reports. (Full text of each of the studies and surveys are available in the Exhibit Room.)

Internal Program Reviews (Policy 2.2.d, 2.A.7, 2.B.1&2)

Faculty in the individual program areas are responsible for conducting internal program reviews on a regular cycle under the auspices of the Curriculum and Instruction Committee (CIC). Among the information they use for this purpose are the 1993-1994 Institutional Effectiveness reports which focused on basic skills, college transfer levels, critical thinking skills, and cultural diversity awareness; student feedback from individual classes as well as alumni studies; enrollment data, including student demographics; and transfer information. They use this process for program analysis to help them plan for the future.

Data from the State Board for Community and Technical Colleges

State Board of Community and Technical Colleges (SBCTC) reports have also been used to assist in the planning process. In addition to general student demographic information, the SBCTC provides information about program efficiency, the success rates of students of color, and Performance Indicators. SBCTC also provides information about transfer rates.

Academic Program Goals And Objectives (2.A.2)

The faculty in Academic Programs set program goals and objectives that are consistent with the campus Strategic Plan. The strategies and timeliness are included in the *Academic Programs Resource Manual*. For each goal, the faculty and administration have identified strategies for meeting it and assessment markers for measuring achievement. The specific goals and objectives for 1999-2001 are:

- Students have increased accessibility to courses and programs.
- Students are successful in attaining educational goals.
- Students receive excellent instruction.
- Students successfully navigate within and between programs and institutions.
- Students and the communities we serve receive accurate and effective communications regarding

Academic Transfer Programs.

The faculty in the unit will continue to monitor the assessment measures indicated in the Academic Programs Goals 1999-2000 document as part of the Faculty Planning Projects. Summaries of these projects are included in the Academic Programs Resource Manual. The information gathered from these measures will be used to plan the next cycle of activities.

Future Directions (Overall Academic Programs)

The faculty in the unit will continue to monitor the assessment measures indicated in the Academic Programs Goals 1999-2000 document. The information gathered from these measures will be used to plan the next cycle of activities.

- In order to provide students with more options to meet degree requirements and thus enhance transfer rates, the division will offer courses, both existing and new, in innovative formats and at alternate times. All modes of delivery and configuration will be used. Students will also be able to participate in an Honors Program that will be in place for the 2000-2001 Academic Year.
- Building on the success of the freshman seminar offered fall 1999; additional coordinated studies programs will be offered 2000-2001. The initial offering for fall will be the ENG096/101 and PSY/SOC245 combination that was used in fall 1999.
- Increased marketing activity will allow the college to reach a broader audience. An area of particular focus will be local feeder high schools. The administration and faculty are working with principals and high school teachers on a variety of projects to promote the college and better serve students in region. Beginning in spring 2000, Seattle Lutheran was added to our College-in-the-High-School program, as were two courses we have not offered previously. Several summer outreach activities for high school faculty and counselors continue to be major efforts of the program, and they are invited to participate in professional development activities offered on campus. The high school art show that is presented every spring is another activity that will continue throughout the foreseeable future. The quarterly class schedule will contain articles and features

about the transfer faculty and programs.

- The Transfer by Major program, a statewide initiative begun in 1999, will become an avenue for students through which they can receive advising and other information about transfer-related issues. The college began participating in the program in fall 1999, and students have used the materials. The program is designed to improve transfer opportunities and will aid students throughout their studies at the college. By the end of spring quarter 2000, 30 students participated in this project.
- Although modest gains have been achieved in transfer rates and student success after transfer, concern still exists in these areas. Alumni Surveys have also indicated that students feel that they were not completely prepared for the transition to baccalaureate institutions. In addition to enhancing and modifying existing support services, the college will expand the scope of the MAST (Math Study Tutoring) by including tutoring for science courses in its offerings. This will occur by fall 2000. The Writing Center will also be doing active outreach to faculty in all disciplines to encourage more writing in content area courses. These changes will be ongoing throughout the 1999-2001 planning cycle.
- Continued enrollment growth is anticipated in targeted programs, specifically Engineering and Business. Faculty will continue course and program development so that by fall 2000, students will have access to articulated schedules for both programs. In light of enrollment trends and student performance, faculty will continue to monitor entrance assessment scores to improve placement and success rates of students throughout the planning cycle.
- The college, with support from the district and SSCC Foundation, will continue to support faculty development activities with grants, in-service workshops, and other resources through the Teaching and Learning Center.
- The use of technology for teaching purposes as well as for information dissemination will increase. By spring 2001, the division will have 10 web sites posted containing program and faculty information.
- Following the pilot project conducted in spring 1999 to assess student progress toward achieving the Student Learning Outcomes, a revised assess-

ment plan will be in place by winter 2001.

- WorkKeys™ has proven to be a valuable tool for students in professional/technical programs. The Applied Academics faculty will explore its further use as they modularize the materials they prepare for use in spring 2000.

ASSOCIATE DEGREES (2.A.4)

As part of the college's ongoing commitment to continuous improvement, the Academic Programs faculty have completed the following assessments on the curriculum using the Areas Of Knowledge as an organizational rubric. For the sake of clarity, it should be noted that the three major Associate of Arts and Associate of Science divisions may be roughly interpreted thus: the Visual, Literary, and Performing Arts area concentrates on the Humanities; Individuals, Cultures, and Society focuses on the Social Sciences; and the Natural World consists of the Natural Science and Mathematics.

AREAS OF KNOWLEDGE

As stated above the Areas of Knowledge are Visual, Literary, and Performing Arts; Individuals, Cultures, and Society; and the Natural World. Each of three major areas contains 3 subcategories:

Visual, Literary, and Performing Arts

- Language and Speech
- Literature/History of Ideas
- Music, Art, and Drama

Individuals, Cultures, and Societies

- Individuals and Societies
- United States Cultures
- Global Studies

The Natural World

- Living World
- The Physical Universe
- Science, Technology, and the Environment/The Language of Science

Each area of knowledge is discussed below along with its subsections. Each category quotes the specific objectives from the "Seattle Community Colleges - A.A. Degree" document (see Exhibits).

VISUAL, LITERARY, AND PERFORMING ARTS LANGUAGE AND SPEECH

To obtain an Associate of Arts degree, students must complete a minimum of five credits from the Language and Speech category. The general education outcome of the Language and Speech category is "to understand language and languages as universal human phenomena and as tools of communication, persuasion, and self-expression." (See Exhibits - Seattle Community Colleges - A.A. Degree.)

This category covers a wide range of courses including world language classes in Chinese, French, Japanese, and Spanish. Courses in creative writing, advanced composition, journalism, and speech may also be found in this category.

Analysis and Appraisal (Language And Speech)

Enrollment in Speech classes continues to increase largely due to the fact that all degree-seeking students must satisfy a requirement in this area. The faculty have tried to increase enrollment in some of the advanced writing courses by integrating technology and creating on-line courses.

In spring 1999, the faculty completed a Program Review of the Language and Speech category. (Policy 2.2.d, 2.B.1) Among their findings were the following:

1. The instructors who teach these courses are not only experienced but also ethnically diverse. They promote cultural diversity by incorporating cultural materials and exercises into the various classes. This is especially important considering the demographics of the college's student population.
2. Writing is a part of all the courses. Assignments in the writing of essays, poetry, fiction, and quizzes/examinations that have a writing component are common. There are a number of published writers of poetry, fiction, and nonfiction among the students. Contests and outside-of-classroom activities abound which promote writing, journalism, and presentations. There is an annual poetry reading on the campus and the League for Innovation Literary Competition. The department

also offers annual writing awards. An anthology of student writing has been produced with the assistance of the United Student Association and the campus Diversity Committee.

3. Innovative approaches have been used to increase flexibility and thus enrollment. Spanish has been offered in a truncated intensive version consisting of only five weeks rather than the normal ten weeks and in a three-meetings-per-week format as well. Speech classes have been offered for variable credit and with nontraditional scheduling. The faculty have also been active in curriculum development in this area by offering new and innovation courses and approaches to the subject matter. (2.A.7.b, 2.A.9, 2.B.1)

Future Directions (Language And Speech)

- In response to student requests and comments on alumni surveys, Language and Speech faculty have started to develop variable credit courses in order to increase flexibility and increase enrollment.
- A Language Lab has been established for students to provide additional assistance for language courses.
- In fall 2000, the college will begin offering Vietnamese language courses as part of a more comprehensive Asian Studies option that is under development. The division will also support Chinese and Japanese courses as part of this effort.

LITERATURE/HISTORY OF IDEAS

The general outcomes for courses in the Literature/History of Ideas category are “to understand the role of literature in expressing and reflecting all aspects of human experience and to explore primary texts to understand major ideas that have shaped human history and culture.” (See Exhibits - Seattle Community Colleges - A.A. Degree.) This category covers a wide range of courses that include literature, humanities, philosophy, and speech classes.

Besides traditional classroom teaching methods, some of these courses are also taught as distance learning classes. Recently the faculty have developed several courses including ENG233: Coming of Age across Cultures, which was offered for the first time in summer 1999. Additionally, a number of these stand-alone courses may be used to satisfy the Integrated Studies requirement. Instructors have linked courses with other courses in order to satisfy

that requirement as well.

Analysis and Appraisal (Literature/History Of Ideas)

Total enrollment in the literature classes continues to hold steady—although by increasing the number of literature course offerings per quarter, some individual courses have experienced a decrease in enrollment. The rationale for offering more courses comes in response to student surveys and other sources to increase the variety and breadth of course offerings that are available for evening students. A number of these courses may be used to satisfy the Integrated Studies requirement for the Associate of Arts degree.

In spring 1999, the faculty completed a Program Review of the Literature/History of Ideas category. (Policy 2.2.d, 2.B.1) Among their findings were:

1. The instructors who teach these courses are not only experienced but also ethnically diverse. They promote cultural diversity by incorporating cultural materials and exercises into the various classes. Among the most notable examples are ENG120: Contemporary World Literature and ENG228: Literature of American Cultures and ENG233: Coming of Age Across Cultures.
2. A systematic review of course syllabi revealed that writing is a part of all the courses. Essay assignments and quizzes/examinations that have a writing component are common. This is an important feature since alumni surveys regularly indicate that students feel that they are not prepared for the workload, particularly in reading and writing, they encounter after they transfer.
3. Innovative approaches have been used to increase flexibility and thus enrollment. ENG233: Coming of Age Across Cultures was offered in a truncated intensive version consisting of only 4 weeks rather than the normal 8 weeks for the summer quarter. Many of the literature courses may be used to satisfy the Integrated Studies requirement. Linked courses have been offered e.g. ENG232 and SPE140. In addition to Integrated Studies courses and new courses, literature and philosophy are being offered more regularly in the evening.

Future Directions (Literature/History Of Ideas)

Because of the college’s diverse student population and in response to student requests, more courses

dealing with different cultures have been developed and offered; and the content of other existing courses has been modified to specifically include information about Asian and Asian-American cultures.

Based on the success of ENG233 faculty are planning to offer more variable credit Literature/History of Ideas courses in order to increase flexibility and increase enrollment.

MUSIC, ART, DRAMA

The general outcomes for the courses taught under Music, Art, and Drama (MAD) are designed to increase student awareness and understanding of “the role of drama, music, and art in expressing and reflecting all aspects of human experience.” (See Exhibits - Seattle Community Colleges - A.A. Degree.) In addition, students will understand major ideas, values, beliefs, and experiences that have shaped human history and cultures. These courses provide grounding in the various academic degree disciplines as well as personal enrichment for those students not pursuing a degree. Introductory studio art courses, “performance” (specialized), and history courses fulfill distribution requirements for Associate of Arts (A.A.) degree.

Some courses listed under MAD are also listed under Individual, Cultures and Societies; United States Cultures; and Global Studies. These courses all incorporate significant writing components and elements of traditional social science courses.

Analysis and Appraisal (Music/Art/Drama)

Full-time and part-time instructors are practicing artists. The art, music and drama faculty communicate well and create a nurturing environment for students. Studio art, music and drama are best taught in a setting with a small class size, which is provided at the college. The faculty offer numerous courses to meet the individual needs of students pursuing a degree or seeking personal enrichment. Faculty are innovative and able to accommodate the needs of students in multiple levels in one class setting because of their extensive experience. The music and art programs offer a grounding in various disciplines, opportunities for independent

studies, and experience with emerging technology. Faculty have cross-disciplinary interaction linking transfer courses those in the technical programs such as Welding Fabrication, Machining, Landscape/Horticulture, Floristry, and, most recently, Webmaster. Faculty have been actively involved in curriculum changes that promote these connections. In the past five years, many new classes have been developed reflecting changing interests.

Students taking introductory and advanced art courses are trained to enter baccalaureate institutions and art programs when they leave the college. South Seattle Community College students have won competitions both locally and nationally. The college Art Gallery provides students with two opportunities each academic year to show their work in a professional gallery. The faculty have made connections with seven area high schools and exhibit their students work in the college Art Gallery at an annual show.

The college Community Choir and the college Jazz Band provide campus outreach, attracting professional musicians and other people to our campus and representing the school away from campus. There is a team effort between the music department and the library faculty to develop video and audio resources to support classes. (2.A.8)

The Drama Program is actively pursuing a strong arts program that will link disciplines and desiring the environment to do so. Efforts are focused on building up the drama program at the college. Faculty are also reaching out to establish a meaningful liaisons with area high schools.

The pottery lab needs a larger space and performing arts classes need a space with good acoustics. The lack of appropriate physical space is also a major issue for the Drama program.

Future Directions (Music/Art/Drama)

Actions Taken or Planned in response to the Assessment Data:

- In response to student requests, more courses are being offered to help students meet the Integrated Studies and other distribution requirements.

- Faculty will develop more varied courses for the general student and more cross-disciplinary courses. These courses are not only in traditional subject areas but include computer art and original dramatic productions as well. Beginning fall 2000, art faculty will begin working with their peers in the Webmaster program to develop courses that will serve students in both transfer and occupational/technical programs.
- By the beginning of the 2000-2001 academic year, faculty will have developed more core course in music, art and drama in order to fulfill first year requirements at baccalaureate institutions and have an Associate of Fine Arts or an A.A. Degree with an emphasis in Fine Arts in place.

INDIVIDUALS, CULTURES, AND SOCIETIES

INDIVIDUALS AND SOCIETIES

The courses taught in the Individuals Cultures, and Societies program are designed to increase students' awareness, understanding and appreciation of all people by providing them with a firm academic foundation with which they may function more effectively in a diverse society. By completing course work in this Area of Knowledge, students will "understand major ideas, values, beliefs, and experiences that have shaped human history and cultures." They will also explore "the nature of the individual and the relationship between the self and the community" by learning about and using "the range of methods by which the social sciences study individuals, cultures, and societies." (See Exhibits - Seattle Community Colleges - A.A. Degree.)

Analysis and Appraisal (Individuals And Societies)

Individuals and Societies courses are among the most popular on campus. Faculty in this area have been leaders in curriculum development. (2.A.7.b, 2.B.1) An example of the innovative approaches taken by the faculty in this area is Psychology and Sociology 245 (Social Psychology), which offers students opportunity to experience various forms of information. Assignments, discussions, and exams require students to access facts and concepts addressing the social sciences from the library, Internet, TV, and film. First offered in fall quarter 1999 as part of a coordinated studies course (paired

with English 101), this course will serve as a seminar mainly for first quarter students to prepare them for the college environment. This and other innovations have been central in the efforts to promote critical thinking skills, a major component of the 1993-1994 Institutional Effectiveness project.

Future Directions (Individuals And Societies)

Actions Taken or Planned in response to the Assessment Data:

- Some courses offered in Individuals, Cultures, and Societies now qualify as quantitative reasoning courses ("Q" courses); e.g., certain economics classes are now considered "Q" courses. This has provided students with additional options for this requirement and to address critical thinking skills.
- A coordinated studies course was offered combining English composition courses with Social Psychology in fall 1999. Student response was positive to the course, and will be offered in fall 2000. By the end of the 2000-2001 academic year, faculty will have developed at least one additional course based on this model.
- Traditionally, only General Psychology courses have been offered in the evening program. In response to student concerns about the lack of course offerings in the evening, beginning winter 2000, a variety of 200 level psychology courses is being offered throughout the year..
- There are various efforts by faculty to achieve program goal of offering more courses at nontraditional times and places. Such actions include distance learning courses. Courses offered in this format include: ENV150; GEG100; HIS101, 102, 103, 210; and POL102.

UNITED STATES CULTURES

The general outcomes for United States Cultures are "to understand the United States as a multi-cultural society through the comparative/relational study of two or more of the following American cultures: African American, Asian American and Pacific Islander, European American, Latino-American, Middle-Eastern American, and Native American." (See Exhibits - Seattle Community Colleges - A.A. Degree.)

Analysis and Appraisal (United States Cultures)

Courses in the United States Cultures category are

designed to increase student awareness, understanding, and appreciation of all people by providing students with a firm academic foundation so that they may gain a better understanding of, and function more effectively in, America's pluralistic and multi-cultural milieu. The program seeks to accomplish its goals by introducing students to a variety of academic disciplines; each aimed at addressing one or more aspect of American life. The topics examined include, but are not limited to, the life ways of African-Americans, Asian-Americans, Pacific Islanders, European-Americans, Latino-Americans, Middle-Eastern Americans, and Native Americans. Also presented are studies of nontraditional life-styles, women's and men's issues, religious groups, alternate sexual orientations, and additional ethnic groups of many kinds.

The courses in this category help students meet the college's SLOs since good communication skills and the ability to retrieve and analyze information from a variety of sources foster cross-cultural understanding. Many of the courses offered under this banner are the result of faculty response to the 1993-1994 Institutional Effectiveness report addressing cultural diversity. The emergence of technology as an important method of inquiry for the humanities and social sciences has created a need for innovation and course development in this area. Six of the 12 courses currently offered address technology, primarily in the form of computer literacy. Technology is used to augment the student's array of information retrieval sources that he/she is expected to use both at South Seattle Community College and in future studies.

Future Directions (United States Cultures)

In response to student requests for more varied offerings and based on the recommendations from the 1993-1994 Institutional Effectiveness project, new courses or approaches have been offered:

AME151—American Ethnic Studies was introduced in spring 1997, and has been quite popular ever since. It focuses on various ethnic groups and details their histories in the U.S. It is flexible in terms of curriculum, and faculty have sought to include a "current events" component that has lent itself well to blending with the requirements and

directions of the U.S. Cultures category.

The U.S. Cultures aspect of the Art Program is actively engaged in modifying existing courses to increase their relevancy to the category. Only one Art course is currently offered in U.S. Cultures: ART254—Pacific Northwest (Indian) Art. Other Native American art courses might be offered in the future, as well as courses showcasing art forms from around the world that have affected American art. This course is offered regularly and will continue to be an important part of the curriculum as it reflects the great diversity of the college's student body.

- In fall 2000, modifications to several Literature courses allowed faculty to meet the U.S. Cultures outcomes. Examples of some of the modifications include: ENG224—Literary Masterpieces of the U.S. Works from non-Western ethnic writers are introduced. These currently include Asian Americans and African Americans predominantly, but will be expanded in the future to include others. The aim is to demonstrate the impact of this literature on other American literature and on the culture generally, ENG228—Literature of American Cultures. This course will increasingly showcase lesser-known works from American writers of all backgrounds; ENG251— Studies in the Novel. Rather than featuring novels about and by ethnic minorities, this class will introduce students to novels written by and for members of those minority groups.
- Two history offerings have been added to meet the U.S. Cultures Outcomes: HIS136 (Asian-American History), and HIS264 (Pacific Northwest History). HIS264 seeks out new guest speakers and explores link-up possibilities with other classes for integrated studies. This might include linking with such as ART254, Pacific Northwest Indian Art, AME151, American Ethnic Studies, or literature courses. In addition a course in Seattle history has also been contemplated. Beginning in 1999-2000 these courses have been offered regularly, and HIS136 will be taught twice yearly.
- With support from the campus Diversity Committee, beginning with the community concert during winter quarter 1999, representatives of various ethnic communities have been included in the program. Also, music courses in this category emphasize the music of indigenous peoples

and its effect upon mainstream American culture.

GLOBAL STUDIES

The general outcomes are to “understand the elements of a global society; enter into the point of view of societies other than Western Europe or North America; and understand the diversity of perspective that exists within localities, regions, and societies so as to avoid over-generalizations and stereotyping.” The courses taught in the Global Studies program are designed to increase awareness, understanding, and appreciation of all people by providing students with a firm academic foundation. This grounding in a variety of subjects will allow them to enter into social points of view other than those of Western Europe and North America. They also learn to avoid over generalizing and stereotyping in order to function more effectively in a diverse society.

These courses seek to offer students a holistic view of the world and provide them with accurate information and critical thinking skills to counter ethnocentrism and stereotyping. In sum, students gain an understanding of globalization; that is, of the interdependence between all nation-states and all human cultures. As with the courses in United States Cultures, these courses are designed to provide students with tools to operate in a multi-cultural environment.

Future Directions (Global Studies)

The primary focus of the Global Studies category for the next two years will be the addition of certain new courses and alterations to existing courses so that they may better fit the goals of the category. The following entries spell out the changes and developments either in place, specifically scheduled for implementation, or contemplated for the near future.

Anthropology

Currently, an Asian Studies curriculum is under development. Anthropology courses featuring East Asia, South Asia, Southeast Asia, or Asia, will be developed. The goal is to offer courses that would be of particular interest to the student population, and that would suggest a Southeast Asian emphasis. Such a course might be tied in closely with existing or proposed offerings in Asian art, history,

literature, music and/or political science to round out an Asian Studies curriculum. Use of the currently in-progress Chinese garden project as a centerpiece for this curriculum is planned. Beyond additional courses, ANT202 (Cultural Anthropology), will continue in development with an eye toward combining it with courses from other categories as a part of the school’s integrated studies program.

Art

That aspect of the Art program represented in the Global Studies category is currently involved in upgrading existing courses to better fit the outcomes for this Area of Knowledge. Art instructors are also contemplating the introduction of ethno art classes to the curriculum to increase Global Studies offerings and at the same time add substantively to the strength of the proposed Asian Studies curriculum. Here, the Chinese Garden becomes important as a model for student investigation. At this point only one Art offering exists in Global Studies category: ART170, Photography as an Art Language. This course is currently being revised somewhat to make it more relevant to Global Studies. More offerings in ethno art are likewise being contemplated, as are links with the professional/technical programs and on-line possibilities.

Literature

The addition of a two credit hour course, ENG233, Coming of Age Across Cultures, has added a new global perspective to the English offerings in the area that include ENG291 and 232. During 2000-2001, additional literature courses will be developed or modified to address the outcomes for this part of the curriculum.

History

Currently several history classes already deal with world history and specialize in particular geographic locations (e.g. HIS101, 102, 103, and 210). Further development of courses will be an essential component of the Asian Studies Program. One such course will focus on the history of Vietnam and Southeast Asia.

Music

The emphasis among the music faculty remains on developing existing classes to better meet the goals

of the Global Studies category by providing more international elements to existing courses. The faculty are considering a new course that will feature the music of ethnic groups. These would include (but are not be limited to) Native Americans, African Americans, Latinos, Europeans, and Asian, Pacific Islanders. The course will demonstrate the impact of other cultures' music on the American entertainment scene and on American culture generally. Because the course will feature the music's effect on America, while at the same time showcasing the ethnic heritages of other nations, it will have relevance both to the Global Studies and U.S. Cultures categories.

Political Science

POL220 (Comparative Political Systems) was re-introduced for winter 2000. The course has been absent from the curriculum for several years, but lately there has been a renewed interest in it due to the restructuring of the college transfer degree requirements. It covers first-, second- and third world political systems with emphasis on social change and social-political problem solving. Other courses will be considered with the development of the Asian Studies Program.

Religion

Religion 150, Introduction to the World's Major Religions. With its debut two years ago, the college became one of only two community colleges in the state offering such a course. Although, it contains an obvious weakness in that it tries to cover both Western and Eastern religions in a single ten-week term and ends by doing justice to neither, it has been well received by students. Breaking the class into two terms, an Eastern and a Western, should solve that problem and provide time for more in-depth studies of both traditions. Moreover, opting for a tighter area focus might make the two courses more attractive as link-ups in integrated studies formats.

In response to the suggestions in the 1993-1994 Institutional Effectiveness report on diversity and by students both in public forums and on alumni surveys, faculty proposals for an Asian Studies Program were presented to the entire Academic Program's faculty. The implementation for the program is scheduled for fall 2000 with the introduc-

tion of the Vietnamese language courses.

THE NATURAL WORLD

LIVING WORLD

The general outcome of the Living World program is for students to be able to "identify and understand the fundamental concepts of the Life Sciences" (See Exhibits - Seattle Community Colleges - A.A. Degree.) In this area, students are provided with a firm academic and laboratory foundation in order to function more effectively in an increasingly complex and technological discipline. This foundation in a variety of subject matters will allow them to comprehend this field at a time of accelerating expansion and change.

Analysis and Appraisal (Living World)

The General Biology courses (Biology 101, 201, 202, 203) feed into several Pre-Med and Pre-Nursing courses, as do Zoology 128, 113-114 (Anatomy and Physiology classes) and Microbiology. Some of these students may take six consecutive quarters of biology and health-related classes from the same teacher because the 1 full-time faculty member in the disciplines generally teaches these courses. As shown in anonymous student evaluations and comments from alumni surveys, this has proven to be very effective, not only because of the comfort level achieved by having a teacher that students already know, but because it has, proven extremely helpful in enabling more effective counseling about career goals of some of these same students by the instructor.

Two courses in particular are of special note. Nutrition 150 has become one of the most popular courses in the division. Two or three sections are offered each quarter. Along with Physical Education courses that are offered quarterly, it may become an integral part of a campus wellness program. Geology 100—Geology of Dinosaurs is also a very popular course that has great appeal for students who are not intending to major in the sciences.

The most significant changes in the curriculum have occurred in the area of technology. Facilities and equipment have been drastically improved in recent years. There is a special microscope-TV hook-up to show actual slides to the whole class at one time.

New equipment now allows faculty to do the analysis of protein and DNA structures. In response to student concerns about the quality of equipment in the lab, the college recently replaced its entire set of old microscopes with a brand new set of both single and stereo eyepiece microscopes. A computer- laser disk- LED projector system was installed about five years ago. Many of the Biology class lectures have been converted to PowerPoint format. Most notably the college recently acquired through a donation a powerful electron microscope that has drawn wide attention from students and also members of the community.

Future Directions (Living World)

- The Biology program has had a reputation in the community for offering only lower division courses. Faculty are trying to change this perception. The acquisition of the electron microscope is only one step in this direction. Faculty are currently upgrading much of the area's equipment (such as the purchase of new microscopes which occurred this year.) Increased and upgraded equipment purchases will enable more sophisticated lab work, which will reduce the emphasis on straight lecture. Several courses are also among the regular distance education offerings. ENV150, GEO101, BIO100, and HEA150 are taught in a variety of formats providing students with several options for their convenience. These include telecourses, on-line, and "hybrids", courses that incorporate several modalities. Further development of such options is being considered for the future.
- For summer 2001 and 2002, workshops for high school faculty will focus on science and math related subject matter. The University of Washington will assist the college in these efforts.

THE PHYSICAL UNIVERSE

The courses taught in the Physical World Program are designed to increase students' awareness and understanding "of the physical sciences" (see Exhibits - Seattle Community Colleges - A.A. Degree.) by providing them with a firm academic and laboratory foundation in order to function more effectively in an increasingly complex and technological discipline. This foundation in a variety of subject matters will allow them to comprehend this

field at a time of accelerating expansion and change.

Analysis and Appraisal (The Physical Universe)

The General Chemistry courses (Chemistry 101, 139, 140, 150, 160) feed into several other disciplines, such as health sciences, biology, engineering, and hazardous materials handling, as well advanced chemistry and physics courses. As with the biology courses, some students may take several consecutive quarters of related classes from the same instructor. There are several physics sequences: PHY101, 102, 103 for those students pursuing general sciences and 201, 202, 203 for engineering majors. The division offers one stand-alone course (PHY100) for general interest students. The unit also offers two Astronomy (AST100, 201) and Geology (GEL100, 101) courses. SCI 119 – Natural History of the Pacific Northwest provides students with a broad-based set of field experiences.

The most significant changes in the curriculum have occurred in the area of technology. Facilities and equipment have been drastically improved in recent years. Recently a new Perkins- Elmer spectrophotometer was purchased, along with a new gas chromatograph and an atomic absorption spectrophotometer. This new equipment has drastically expanded the opportunities to educate our students in the advancing and changing world of chemistry. In addition, the college recently acquired an electron microscope. Although this technically is more suited for biology than for chemistry, the chemistry students have been introduced to it as well, as many of them will either enter the fields of health sciences or of biological chemistry. In addition, numerous upgrades and improvements have been made with equipment such as pH meters, electronic balances, and spectral equipment, replacing older, worn-out equipment with newer, more modern versions. In other words, there has been a dramatic improvement in the level of technology, both on a large scale and on a small scale that we can offer our students.

The physics program is also undergoing regular review and change. The lab has been updated with new technology and software. In addition to traditional format classes, the division has begun offering As-

tronomy and Geology courses via distance education.

Future Directions (Physical Universe)

The department has been regularly upgrading equipment. Increased and upgraded equipment purchases has enabled the more sophisticated lab work, which will reduce the emphasis on straight lecture.

- The Physics laboratory future remodeling and updating will include additional software and other technology. More distance-learning opportunities are scheduled to accommodate student requests for more access to courses in this area. Currently only AST100 and GEL101 are available in these formats.
- In response to student and alumni comments, classes in “targeted” areas (in this instance engineering-related subject matter) have been modified and improved. Preliminary results indicate some success in increasing enrollment and further development in this area is scheduled.

SCIENCE, TECHNOLOGY AND THE ENVIRONMENT/THE LANGUAGE OF SCIENCE

The general outcomes for courses in Science, Technology and the Environment/The Language of Science are to “understand the relations between science, technology, and the individual, society, and the environment;” and to “understand the language of science and its applications.” (See Exhibits - Seattle Community Colleges - A.A. Degree.) In addition to a complete array of transfer-level mathematics courses, the academic programs regularly offers the following courses in this category: ENV150, ENV221, NTR150, CSC142, PHI120 and several Engineering courses.

Analysis and Appraisal (Science, Technology and the Environment/The Language of Science)

Each course in this area contains information about the historical development of the topic or field of study. However, the students finish with a comprehensive study of the current status of these topics. Each of these courses works with up-to-date information as much as is possible in a world of constant flux.

The primary change is in the Engineering program.

The development of Engineering Transfer Program is a high priority for the program in order to meet student needs. Faculty are working together to develop a comprehensive and complete schedule as well as a marketing plan.

One other recent major change was in Philosophy 120. Under the old Associate of Arts degree, this logic course satisfied the Quantitative Reasoning requirement. However, with the change to Areas of Knowledge for the degree requirements, Philosophy 120 no longer satisfies the Quantitative requirement. This has adversely affected the enrollment in the class. Discussions are under way across the district to reevaluate this situation.

Due to the variety of courses in this area, the order in which a student chooses to take the courses is usually not relevant. Environmental science courses, nutrition courses, and a few computer technology and systems courses fall under this category. However, within the engineering field, courses do progress in numerical order of their course numbers.

Future Directions (Science, Technology and the Environment/The Language of Science)

- Environmental issues continue to arise and the changes in technology are constantly developing. The faculty are constantly updating the curriculum and are on going exploring the possibility of creating new courses and alternative delivery methods to meet the needs of the students. (2.A.7.b, 2.B.1) ENV150 has been offered in a “hybrid” format (students complete a portion of the course by participating in on-line activities and in a traditional classroom), and further development is scheduled.
- The goal to develop an engineering Transfer Program is of primary concern at this time. The department hired a full-time engineering/physics instructor spring 2000, and the faculty are experimenting with activities to promote this program, including the use of distance learning opportunities incorporating on-line and interactive television formats. By the end of 2000-2001, a full engineering program will be in place.

MATHEMATICS TRANSFER

The major discipline contained under the Science,

Technology and the Environment/The Language of Science umbrella is mathematics. The courses taught within the Mathematics Transfer Program are designed to prepare students to be successful mathematically in whatever program they pursue. The classes help the students to think critically and to learn the mathematical tools needed to solve problems in the sciences.

The mathematics transfer program is small, but complete. Classes offered in algebra, precalculus; calculus and beyond satisfy the needs of students in science, math and pre-engineering. Math 102, College Algebra, was established at the college when the math faculty noticed a weakness in algebra among the upper level students. Students who take this optional course tend to do better when going on to higher-level math classes than those who bypass it.

In 1998, a linked sequence was established between calculus and physics. The goal is to integrate the two courses to allow students to see immediate applications of mathematics to physics. While few students have availed themselves of this opportunity, the faculty are investigating other such links for the curriculum.

Due to the small program size, the department has offered few lecture classes in the evening. As mentioned in the Self-Study Report for the 1990 Accreditation, the faculty have compensated for this by offering a Transfer Math Lab in the evening. As stated above, this will allow for a variety of courses in both day and evening programs so that students may complete the Associate of Arts degree requirements in a reasonable period of time. The Transfer Math Lab allows students to take a number of transfer classes in a self-paced lab setting. This program has been 10 percent less successful than the corresponding lecture classes, so faculty are in the process of increasing the number of evening lectures as well as expanding the evening course offerings. Faculty are researching ways to improve the success of students in the Transfer Lab. If enrollment is low in a class at night, it may be linked with the low-enrolled class on another campus using the-interactive television room.

In the Institutional Effectiveness Assessment Study

of 1993-1994, many students indicated that they were not proficient in higher math, but that they felt they had the skills to succeed. Over 93 percent of those surveyed indicated that the college had helped them meet their educational goals. Over 40 percent of those surveyed had taken developmental math and 97 percent of them were satisfied with the program. They were divided as to whether they preferred lecture or lab sections, which is why the college continues to offer sections in both.

Analysis and Appraisal (Mathematics)

In 1996, Math 101 (Intermediate Algebra) was changed to Math 098 as a result of a statewide agreement between all community colleges and baccalaureate institutions. This had some effect on the enrollment of the transfer program since it no longer satisfies the quantitative reasoning requirement for graduation.

In general, the faculty have made a point to teach a wide range of math classes and not to specialize. Instructors vary the courses they teach from quarter to quarter, which provides them with a good feel for where their students come from and where they may be going mathematically. This also gives students a variety of instructors to choose from.

The Math Lab and The Computer Math Lab were relocated to the Library in January 2000. A number of other computer labs are available on campus which some transfer level classes utilize. In addition, there are three portable computers that can be moved into classrooms. Collaborative Learning and Instruction Center (CLIC), the tutoring center, the new Math Study Tutoring (MAST) center, and the Writing Center are available to help students.

Summary Of Earlier Assessments

The 1990, accreditation report discussed the value of the Transfer Math Lab which is a series of transfer-level math courses offered in a lab setting. It is valuable for the evening and summer programs when the number of course offerings are limited. The Transfer Lab has proved useful in allowing students to take courses that would not otherwise be offered; however, the completion rate is 10 percent lower in the Transfer Lab than in lecture classes.

Faculty are presently working to address the situation.

The developmental faculty have assessed the transition of students from their classes to transfer-level math courses. Preliminary data on a recent research project showed that 42 percent of students who completed MAT098 received a 2.0 or better in a subsequent college-level math course. The MAST is a major effort on the part of the faculty to address this situation. Additional strategies will be developed to improve the success rates of students in college-level courses.

Preliminary data show increases in enrollment in transfer science and math classes that are required for engineering majors indicating that students are interested in this development.

Future Directions (Mathematics)

- The option exists to extend the Academic Systems program (an interactive_computerized curriculum) to transfer level courses if it is deemed appropriate. The math faculty are monitoring this program in order to determine the feasibility of this expansion. Beginning in winter 2000, all Academic Systems materials have been offered in the on-line format.
- A Transfer Math/Physics Tutor Center has been started. It will eventually expand into a fully operating Math/Science Tutor Center for all students taking math and math-based sciences of all levels.
- Math Programs will build up the pre-engineering program. The courses will be offered to support the pre-engineering major. These courses will be guaranteed to run for the first two years to help build up enrollment. A full marketing campaign will be developed by winter 2001 to support the program. An analysis of the success of the evening Transfer Lab versus lecture classes showed that students tend to do better in the transfer math classes if they take a lecture class. Beginning in fall 2000, the division will offer more evening lecture math classes. At the same time, through a curriculum development grant, attempts are being made to strengthen the Transfer Lab as well as to

analyze whether it should be continued or not.

ELECTIVES

Several disciplinary areas are represented in the course offerings that do not satisfy any specific distribution requirements but do satisfy overall transfer credits. Among those disciplines are Library Science/Internet, Physical Education, and Education (Business Administration courses are described in a separate section):

LIBRARY SCIENCE/INTERNET

The South Seattle Community College Library provides access to print, audiovisual, and electronic information to support the teaching and learning process as well as assistance to students utilizing this information. It is part of the infrastructure that promotes student learning. It provides access to information supporting the college's professional/technical, academic transfer, basic skills, and continuing education programs in both print and electronic media. The college library supports free inquiry and academic freedom. (2.A.8)

The faculty librarians at the college work with other faculty to assist in the integration of Information Literacy into the curriculum, as appropriate. Integration is achieved through classroom orientations and lectures and conferring with faculty about library resources. (2.A.8)

In addition, library faculty teach the following courses as electives for those students who would like a more thorough exploration of library and information science: LIB101—Introduction to Information Resources; LIB140—Internet Information Resources; and LIB180—Learning for the 21st Century (an online course taught through Washington on Line [WAOL]). (2.A.8)

PHYSICAL EDUCATION

The division regularly offers two Physical Education Courses PEC150—Physical Fitness and PEC151—Physical Fitness II). These provide options for students who are interested in transfer courses as well as those who take them for their

personal enrichment.

EDUCATION

Academic Programs usually offers one course (EDU200) which is designed to train students to be effective tutors. Students who work in the Tutoring Center, Writing Center, Math Lab, and MAST are all encouraged to take this course.

AREAS OF CONCENTRATION

South Seattle Community College offers several options for students working on Associate of Arts (AA) or Associate of Science (A.S.) degrees. Other options are Engineering Pre-major program and an A.A. degree with an emphasis in Business.

ENGINEERING PRE-MAJOR ASSOCIATE OF SCIENCE

This 2-year A.S. degree program is designed for those who intend to pursue bachelors, masters, or doctorate degrees in engineering. Enrollment in this program had been in decline for several years. However, beginning with fall 1999, modest gains have been made in this area, particularly in the math and science courses that are prerequisites to related engineering subject matter.

This program has undergone some major transitions in recent years. In addition to changes in personnel, recent enrollment trends indicate that students are increasingly turning to this option. In addition to traditional classroom offerings, the faculty in this area have been leaders in using technology to deliver instruction including on-line and interactive television formats.

For spring 2000, the college hired a new full-time engineering/physics instructor to help rebuild the program and develop a marketing and recruiting plan.

Beginning in fall 2000, a new articulation agreement between all state community colleges and baccalaureate institutions for an A.S. degree will provide additional options for students studying engineering curricula. It is expected that this will help to increase enrollment, as it will streamline the pro-

cess for interested students.

BUSINESS PRE-MAJOR

The Academic Programs Division first offered an Associate of Arts (A.A.) degree in Business as a specific program in fall 1998. Prior to that, the business administration courses necessary for students intending to transfer to a baccalaureate institution in this discipline were provided by the Business Division as originally founded in 1980, and subsequently as a combination of the various disciplines offered by the Academic Programs Division beginning in 1993. Business is one of the most often identified 'majors' indicated by students who declare the A.A. degree as their goal. The establishment of a specific, transfer oriented business program helps focus community attention on this continually popular transfer program, in direct correlation with the Mission Statement of the college.

There is only one program outline for business students planning to transfer to a baccalaureate institution. All business students whether they are interested in accounting, finance, international business, management information systems, marketing, personnel management, or production must take essentially the same business courses during their first two years. By the time a student has scheduled these business-related basic requirements, distribution requirements, electives, and special requirements, 60 credit hours of the 90-hour program have been accounted for. That leaves 10 hours in each of the major categories of distribution requirements for the student to choose topics of personal interest.

The business curriculum is as follows (All specifically listed courses are 5 credits):

- MAT117 - Elements of Calculus
- Electives (25 credits):
- BUS200 - Introduction to Law
- ACC210 - Financial Accounting Fundamentals I
- ACC220 - Financial Accounting Fundamentals II
- ACC230 - Fundamentals of Managerial Accounting

Analysis and Appraisal (Business Pre-Major)

The program has been efficiently designed to provide the basic requirements for entrance to four-year business schools in Washington without taking courses that do not qualify for transfer credit. This has been achieved with a 90 credit hour transfer plan for entering students who do not need remedial courses in basic education. Alternative courses are offered in key areas where entrance requirements to certain four-year schools differ. In this regard, the program is meeting the request of the legislature for efficiency and of students' desires to keep required courses to a minimum.

College-level students who attend full-time during the day should be able to complete the program in two years from the time they start. This program also provides for out-of-sequence students by offering accounting and other business related courses at different times, including during the evening.

The faculty are considering three areas for improvement. Two of these are being actively addressed at the current time, while the third is under consideration by faculty in the program.

The first area of concern has been ensuring that students can enter the program and complete the degree requirements in a logical, consistent, and timely manner without taking nonbusiness major courses in earning their degree. The program has offered four sequences that meet these criteria beginning in fall 1999. Qualified day students, who are taking 15 credits each quarter, are able to begin any quarter and finish the program in two years. Finally, the evening course schedule has been revised to facilitate completing the program in a three-year time frame. (2.A.9)

Alternate course offerings are also available within the above time periods to meet the specific entrance requirements of various four-year institutions. This has been made possible by close coordination with, and the cooperation of, other disciplines such as English and Mathematics during the 1998-1999 school year.

The second area of concern has to do with increas-

ing enrollment in the program. Smaller enrollments have led to cancelled classes. A larger program would support other curriculum areas as well, and lead to a wider variety of offerings to all the college students. A marketing letter has been drafted for responding to inquiries about the program (see Exhibits). Included with the letter will be the college brochure regarding the A.A. degree and a sample course outline for prospective business transfer students to review.

The third area of concern centers on the use of technology in the financial accounting sequence. The baccalaureate institutions and eventually employers are expecting greater student/applicant skills in computer usage. At the same time, publishers are providing more and varied approaches to computer usage in these courses. Faculty are reworking their courses to include more technology in the curriculum, but further development is necessary. The reasons for not blindly adopting the newly proffered technology are simple: cost and reduced classroom instruction time. If students do not have spreadsheet experience or even basic computer literacy, then class time must be allocated to provide them with the requisite skills to use these tools. As is often the case, a given class will have mixed levels of these skills, which compounds the problem.

Future Directions (Business Pre-Major)

Actions taken as planned in response to the assessed data:

- The main goal in the foreseeable future is to increase the enrollment in the business program. The college does not attract a representative proportion of its students to this transfer program, which is normally popular in community colleges and four-year institutions alike. The historic emphasis on vocational programs at the college may explain such an imbalance in enrollment. One response to this situation has been the development and delivery of ACC215, an accelerated course that is offered on-line.
- Specifically, faculty will prepare a brochure about the business transfer degree for mailing on inquiry by fall 2000.
- Faculty will work with student advisors regarding student course scheduling for the program (spring, 1999)

- Working with other disciplines to coordinate course scheduling, assuring student completion of the program in minimum time frames, while still allowing for the out-of-sequence student to complete the program in a reasonable time frame (fall, 1999) Doing the same thing for the evening course offerings (fall, 1999)
- Faculty have started dialogues with teachers at the area high schools (fall, 1999)

DEVELOPMENTAL EDUCATION

This is an extremely important part of Academic Programs. For example, during fall 1999, enrollment in the developmental program was 227, 31 percent of the entire unit's 735 FTEs in the transfer program was 508 FTEs. An analysis of incoming students on the ASSET assessment for spring quarter 1997 was conducted and a comparison made with those of Seattle Central, a sister college with a similar demographic profile. The results are shown in Table II.10 below. These data show that students are coming to South with lower skills than their peers. This is a not a recent development as illustrated by the fact that Basic Skills was identified as one of the major areas for study in the 1993-1994 Institutional Effectiveness project.

Table II.10
ASSET Score Comparison
South and Central
Spring Quarter 1997 (Average Scores)

AREA	SOUTH	CENTRAL
Reading	42.5	45.7
Writing	42.2	44.9
Math	35.8	41.4

DEVELOPMENTAL ENGLISH

The Developmental English program is comprised of courses designed to help students build the writing, reading, and study skills they will need for college transfer classes, professional/technical classes, and the world of work.

In response to the research conducted by the Developmental English Faculty as part of the institutional effectiveness activities in 1993-1994, a number of changes were implemented:

- Entry scores were revised to ensure appropriate placement
- An additional reading and study skills course was

added to the curriculum, English 095. This additional course, along with the adjustments in entry-level placement assessment of students, whether in developmental or transfer-level courses, would have the opportunity to take a reading course

- The Writing Center was expanded and fully institutionalized to promote writing across the curriculum and to ensure student success in completing writing assignments

The unit regularly offers 2 sections of English Lab, in which students are assessed in a self-paced program focusing on a particular area of need. Students generally do not progress through the Lab curriculum but move on to the next level of courses in the developmental sequence. The other courses are instructor-led but have small-group work as a common design element.

There are three courses in the writing sequence: ENG092: Basic Writing Improvement I, which focuses on sentence skills; ENG094: Writing Improvement II, which focuses on writing effective paragraphs; and ENG096: College Preparatory Writing III, which teaches the five-paragraph essay.

There are two reading courses, which are generally not considered to be sequential: ENG091: Basic Reading and Study Skills I; and ENG095: College Preparatory Reading and Study Skills III. The college offers another reading course, not considered part of the Developmental program: ENG109: The Art of Reading. Students enrolled in ENG092 or ENG094 are required to concurrently enroll in ENG081, ENG091, or ENG095. For students in ENG096, concurrent enrollment in a reading course is recommended.

Students are placed in courses based upon scores on ASSET (Assessment Skills for Successful Entry and Transfer) or SLEP (Secondary Level English Proficiency) test, and/or a writing sample or by having completed a previous course in the writing sequence with a grade of 2.0 or higher. Occasionally, a student may skip a course in the writing sequence, with instructor permission. For example, a student in ENG092 might be able to take ENG096 the next quarter. ENG092 is intended for native speakers of

English. Nonnative speakers of English would usually be placed in the essentially parallel ESL developmental program administered by the General Studies Division, though nonnative English-speaking students may choose to take ENG094 or ESL097. Many Non-native English speaking students who successfully complete ESL097 progress to ENG096. The ESL (English as a Second Language) developmental program, sometimes referred to as the ESL090 series, was once part of the Developmental English program but was split off in 1994. That program is described elsewhere in General Studies.

Analysis and Appraisal (Developmental English)

As can be seen by Table II.11 below, the program has experienced a decline in enrollment for several years. The decline is largely attributed to the creation of three new ESL courses in the General Studies division: ESL092, ESL094, and ESL097.

TABLE II.11
ENROLLMENT
 Academic Years 1994-1997 (Headcount)

1994- 1995	1995- 1996	1996- 1997
1,150	1,116	1,002

A professional, dynamic faculty who are committed to a very high level of instruction teaches the Developmental English courses. Instructors actively work to refine their craft by attending weekly meetings to continually evaluate and improve the program, holding norming sessions, and going to conferences and faculty development workshops.

The Writing Center, CLIC (Collaborative Learning and Instruction Center), and the Tutor Center support the program.

Future Directions (Developmental English)

Actions taken as planned in response to the assessment data:

- The faculty work closely with Assessment Services on campus to monitor scores for incoming students. They analyze the current situation each spring and make suggestions for changes that will benefit students’ performance.
- In working with the community, beginning in fall 2000 courses will be offered at NewHolly

Educational Center to meet the needs of a population that may not be able to come to the campus for traditional coursework. In fall 1999, Developmental English faculty worked with faculty to incorporate a study skills component in the Engineering Orientation course. They plan to expand this model by looking into other options.

- Beginning in winter 2000, the faculty introduced a section of ENG096 that was supported by Academic Systems program computerized curricula. Currently further development in this area is being considered.
- Further collaboration with General Studies ESL faculty has led to better articulation between that program and Developmental English.

DEVELOPMENTAL MATH

The developmental program offers the students several options in learning mode: lecture, self-paced lab, self-paced computer lab and on-line distance learning. The subject matter ranges from arithmetic through intermediate algebra. It also includes geometry and an independent study option. In 1996, Math 101 became Math 098 and was moved from the transfer level to the developmental level. This change was necessary because most baccalaureate institutions no longer accept Math 101 (intermediate algebra) as a transfer level course.

As mentioned in the Self-Study Report for the 1990 Accreditation, the math program has utilized computer-assisted instruction for many years. In 1997, the school established a computer room for the use of the Academic Systems program for developmental math. There are three sections of developmental math per quarter utilizing this program. In 1998, the Academic Systems computer math program was put on-line providing students with additional options for completing necessary coursework.

Analysis and Appraisal (Developmental Math)

The 1999 program review (Policy 2.2.d, 2.B.1) for the developmental mathematics program indicated some interesting trends. Enrollment in Developmental Math has remained high increasing from 240 annual FTEs in the 95/96 school year to 302 annualized FTE in 97/98. The developmental math program now serves approximately 300 students per

quarter. Changing Math 101 to Math 098 in 1996 may have contributed to this increase.

Results from the same report indicated that 42 percent of students who completed MAT098 received a 2.0 or better in a subsequent college-level math course. This number does not represent the final results since not all students had taken a math course subsequent to 098 within the time frame of the study. The faculty will monitor progress on this matter.

The 1990 Accreditation report discussed the introduction of computers into the Math Lab. These have been upgraded recently as has the software. Students can now use Academic Systems in five classes that are offered days and evenings.

Future Directions (Developmental Math)

- A math study skills, class component was implemented in the fall 2000 being designed for developmental math students who have difficulty with the program.
- Modularization of the developmental math program being—and will be scheduled with in the next two years. This would save students time as they would not necessarily have to start at the beginning of the class, but could be placed into the appropriate sections of material where they were deficient.
- As a result of examining student success rates, the faculty have scheduled more lecture-format classes for 2000-2001.
- The math faculty have scheduled more SAT preparation sessions to help build the college's relationships with our area high schools.

APPLIED ACADEMICS

The Applied Academics program is designed to fulfill the general education and/or related instruction (Policy 2.1) requirements in English, mathematics, physics (principles of technology), and human relations for students in the professional and technical programs who seek certificates in technical areas or the Associates of Applied Science degree. The Applied Academics approach stresses the use of academic skills in contexts that match the needs of the workplace or advanced technical education. With an emphasis on learning styles, technology, and career development, the curriculum appeals to

students who prefer hands-on assignments and direct applications of communication, math, and human relations skills. When enrollment in the technical programs was high enough, courses in Applied Humanities were developed and offered. The Applied Academics courses at South Seattle Community College are based on technical and academic curriculum integration models provided by the National Center for Research in Vocational Education at the University of California, Berkeley, for Tech Prep and School to Work. The development of the courses was aided by Tech Prep funds, the Boeing Company, and a Title III grant. Many of the courses are articulated with local high schools. In 1995 changes were made to the Applied Communications courses required for the Associate of Applied Science degree to replace ENG101 A and B. (See recommendations from the 1990 Evaluation Report). The courses in the sequence are English 103 (Transitional English), English 105 (Applied Composition), English 106 (Introduction to Technical Writing), and English 108 (Technical Report Writing). English 105 is taught in coordination with Industrial Computing Technology 103 (Computer Applications); all courses are taught in computer labs to match a workplace environment as well as make available computer-based instructional software.

Applied Mathematics courses include Math 111, Math 112, and Math 113. This sequence of courses is an alternative to the traditional college math sequence. It is based on the math competencies needed in the manufacturing environment and spans six branches of math (numerical concepts, algebra, geometry, trigonometry, analytic geometry, and statistics). These math competencies are regularly updated to parallel changes in industry. The material is presented in the order that is needed by the different technical programs.

The math department is working to clarify the Math 110 course materials and the level of the course with respect to the other vocational and college transfer math classes by considering a number change or else a title change. A third possibility is that the programs using the course offer the materials within their own vocational programs. Each of these

options is under consideration.

The Technical Physics program (PHY111,112,113) is taught concurrently with the General Physics classes (PHY101, 102, and 103). Combining these two physics classes has helped the Technical Physics program by:

- Making the Technical Physics program more rigorous.
- Students have the option of taking the class as a transfer level class.
- Realistic problems are given to the students to show them how physics can be used to solve practical problems.
- Technical students have more interactions with students in the transfer program.

Psychology 220 (Psychology of Human Relations) covers the dynamics of organizations, human resources, and people working together. It includes practical management topics and theories for students in technical and professional studies.

Most of the credits in the Applied Academics courses fall into the “gray area” for transferability; that is, the courses are transferable as electives, not as the transferable required courses for a four-year degree. Counselors, advisors, and instructors advise students about the transferability of the courses and provide information about the College Transfer program.

Analysis and Appraisal (Applied Academics)

Enrollment in the Applied Academics courses is dependent on the enrollment in professional/technical programs and the placement level of the students. In recent years, many new students in technical programs have previous academic credits in general education and do not take these courses at the college.

Efforts to coordinate technical and academic instruction are more informal than formal, but there is cooperation among administrators and instructors to add technical content to academic courses and academic content to technical courses. Some academic and technical courses (Introduction to Auto Technology, Welding, and English 105) have been scheduled

to maximize coordination and integration. (2.A.9)

Because information access is so important to the technical and professional environment, there has been continuing cooperation with the Instructional Resources Center and its librarians. Applied Communications courses require regular use of technical journals and databases.

Students in the Applied Communications courses also make regular use of the Career Center for resources relating to career development and employment information. Career Center personnel work with students and instructors to help student clarify goals and career paths.

Other services that provide valuable service to the students in the Applied Academics courses are the Writing Center and the Tutoring Center. There is an awareness of the special learning needs of students with learning and physical disabilities.

The Applied Communications courses support the mission of the college by helping students improve their skills to pursue their professional/technical programs and career goals. The program is responsive to student needs in their technical courses and employment. It is through the Applied Communications courses that professional/technical students are taught and assessed in some of the Student Learning Outcomes. The profile of the typical student is a male over the age of 30 returning to school for the first time since high school; in this way the program is a “bridge” for reviewing basic skills and upgrading skills to meet the requirements for education and employment. In the statistical reports from the assessment office on ASSET (Assessment Skills for Successful Entry and Transfer) and SLEP (Secondary Level English Proficiency) scores and from the reports on the WorkKeys™ Assessments of 1998 and 1999, it is apparent that there are two distinct academic skill levels in the program: students with low academic skills who need a lot of time to upgrade them and students with good skills who need a little time to “brush up.” It is the latter

group who are candidates for transfer level courses.

Future Directions (Applied Academics)

Actions taken as planned in response to assessment data:

- The trend in technical-professional education is for short-term courses; in the last year, the computer programs have dropped one English course in order to reduce the number of program credits and thus be more competitive with other schools, public and private. In order to retain students in the academic portions of the professional/ technical programs, there is an even greater need to make those courses more closely linked with technical programs or career goals. The college's traditional English program with students of widely differing academic abilities needs to be developed into a program with a multilevel set of modules customized for specific professional/technical programs. In addition, students with good academic abilities should be prepared for transfer-level courses; students in General Studies and developmental programs should be prepared through a pre-vocational program to help them make career choices and prepare for content-specific course work.
- The majority of professional/ technical students take courses in the Applied Communications program. For this reason, it is through this program that the college's Student Learning Outcomes can be taught and assessed. The Student Learning Outcomes are almost synonymous with the abilities and attitudes sought by employers (SCANS [Secretary's Commission on Achieving Necessary Skills] competencies). There will be direct assessment and education in these outcomes embedded in the program.

The effectiveness of the program will be improved by: increased assessment and preparation of students entering the technical programs; coordinated articulation of a pre-vocational General Studies program; coordinated articulation of professional/ technical students into transfer courses; coordinated efforts in integration between the academic and technical units; and increased follow-up with employers to match their needs with student competencies.

Faculty are exploring the possibilities of modularizing the curriculum to link assignments in

these classes with the content the students are most interested in studying. This is important for students in attaining their educational goals.

COMPUTER AIDED DRAFTING/ DESIGN TECHNOLOGY

The Computer Aided Drafting and Design (CADD) (formerly Technical Drafting) program was administratively assigned to Academic Programs in fall 1999. One rationale for this move was to create a curriculum that could mesh with the transfer-engineering program resulting in a fully articulated overall program. Also, enrollment in the program has declined steadily for the last several years. CADD was put on hiatus status (no new students were accepted into the program) for winter and spring quarters while the faculty and administration reconfigured the curriculum and worked with the Technical Advisory Committee (TAC) on marketing and recruitment strategies.

Analysis and Appraisal (CADD)

In response to comments on alumni surveys and other student concerns, the program has undergone major changes. While many comments were positive, several indicated areas for improvement. Also spring 1999, an external program review was conducted and many of the same concerns arose including introducing Computer-aided courses earlier in the program sequence and improving the technology available to students.

The program review team recommended the immediate restructuring and activation of a viable and functioning TAC as soon as possible. The TAC used to oversee two institutions besides South Seattle Community College; the liaison and collaboration between the TAC and a number of institutions proved to be ineffective and inefficient. Starting fall 1999, the CAD/Design Technology program was embraced by Academic Programs; South now has its own TAC comprised of industry and educational partners. That has made a difference. The teamwork has been greatly improved.

The review team further recommended that most of the curricula should be revised with the assistance of a strong and active TAC. With approval from the new TAC, the CADD program has been

officially renamed as Computer-Aided Drafting/Design Technology since fall 1999. The revision of the curriculum is under way.

Upon reviewing student comments and the actual curriculum, the team also felt that the existing structure was confusing and did not specifically meet the employment needs of the employers in the region. In response, the faculty revised the program and designed a new CADD curriculum that spells out a comprehensive program well planned to provide in the first two quarters basic CAD knowledge. This basic knowledge is enhanced (the following four quarters) by four specialized areas (mechanical including HVAC [Heating, Ventilation, and Air Conditioning], surveying and civil, architectural-residential, and electrical) needed to meet the high industrial demands in this region.

The review team also recommended that every student completing the program possess a minimum level of English skills in order to be employable. As a result of the curriculum revision, English 105, 106, and 108 are now offered to enable students to acquire sufficient skills to be not only employable but also competent at work. This is especially important given the diversity of the student body at South Seattle Community College.

Another of the review team's recommendations was that the program should offer more courses in the evenings to meet the demands of the marketplace. Beginning fall 1999 two CADD classes were offered in the evenings; Tuesday and Thursday from 6:00 p.m. to 8:20 p.m. providing options for working students.

Future Directions (CADD)

Based on the TAC recommendations, beginning fall 2000, the official program name has been changed to Computer-Aided Drafting/Design Technology. This is more descriptive of the focus of the program and is an important part of a comprehensive marketing and recruitment plan.

1. Beginning in fall 2000, the number of credits will be reduced from 108 to 92 (15-16 credits per quarter), and the curriculum revised to meet the local industrial demands; including Mechanical, Civil, Electrical and Architecture-residential.

2. The faculty wholeheartedly agree with the review team's recommendation on improving the computer system. That should include the computer upgrading and additional software purchase in order to keep abreast with constantly changing technology in the area industry. Faculty will work to develop a proposal to update the technology in the area that would be in place for the 2001-2002 academic year.

PROFESSIONAL/TECHNICAL PROGRAMS

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

The 1990 Committee Report included several statements encouraging greater involvement of the "technical division" in the development of general education and related instruction.

Partially in response to this recommendation, South Seattle Community College became a leader in the nation's TechPrep movement in the early 1990's. The college's innovative Applied Academics continues to receive national recognition. The central theme of Applied Academics is that the academic content taught in an applied course is taught through its application to work situations. Four series of courses (Applied Communications, Applied Math, Applied Science, and Applied Humanities) were created by an interdisciplinary team of Technical and Academic faculty members. These experimental courses were managed through the Technical Division for several years until they were well established. Then they were transferred to the Academic Division where they continue to provide support to all technical programs.

The 1990 Committee Report suggested that the "technical division" consider creation of a general integrated Manufacturing curriculum.

A General Manufacturing Degree was created that requires students to take a core of courses common to all manufacturing disciplines and allow them to specialize in one discipline during a second year. This program was developed primarily to accept students articulating from related high school programs through the TechPrep

movement.

The 1990 Committee Report encouraged the strengthening of the relationship between the Aviation and Avionics programs.

Historically, the college's Aviation Maintenance and Avionics programs were operated separately for two important reasons. First, the Federal Aviation Agency (FAA) does not include avionics training in its requirements for either the Airframe or Powerplant licenses that are the explicit objective of the Aviation Maintenance program. Second, the college saw more similarity between the content of the Avionics Program and Digital Control Robotics Program, which was housed within the Technical Division. Indeed, when both those programs were operational, their students shared a common first year of basic electronics before specializing into Avionics or Robotics.

As will be shown in the Professional/Technical Cluster FTE charts below, both the Avionics and Digital Control Robotics programs suffered significant declines in student interest and enrollment in the last half of the decade, and both programs have been discontinued during the last three years.

The 1990 Committee Report recommended a review of the Civil and Mechanical Engineering programs in light of their low enrollments

The Civil and Mechanical Engineering Technology programs were discontinued. There remained interest and enrollment in the transfer level Engineering courses. All Engineering courses were transferred to the Academic Programs Division in fall 1999.

The 1990 Committee Report encouraged the technical division to explore additional program offerings as a means to expand its science offerings

While the technical unit has continued to explore additional program offerings, it has used Applied Science courses within the Applied Academics program to provide the science components to technical curriculums. This has turned out to be a superior solution to offering additional science courses within the unit division.

ACCREDITATION 2000 SELF-STUDY

PROFESSIONAL/TECHNICAL OVERVIEW

South Seattle Community College's Professional/Technical Programs offer Associate of Applied Science (A.A.S.) degrees and Technical Certificates in 25 program areas. The unit is currently organized into six clusters managed by three Associate Deans and two Deans. The six clusters are Aeronautics, Business and Computing, Manufacturing, Public Service, Retail, and Transportation. Each cluster includes three to five departments. Each department is made up of faculty members who work closely together with their Associate Dean and Technical Advisory Committees (TACs), to define and deliver programs appropriate to the scope of their disciplines.

Highlights of Changes in Professional/Technical Programs in the Past Ten Years

Over the past ten years the Professional/Technical unit has made many program changes in response to internal and external factors.

Since 1990, there have been two Presidents, two Vice Presidents for Instruction, and several Associate Deans. As a result of these administrative changes, it has been a challenge to maintain continuity of program direction.

During the past ten years, several programs have been created in response to industry and student demand. Other programs have undergone major revisions to keep abreast of changes in industry. Still others have been discontinued due to declining enrollment/demand. Some have remained relatively stable in enrollment and have incorporated minor changes to their curricula to keep current with trends in their respective industries. Details of these changes will be discussed in brief program reports.

Self-Study Process

In 1998, a committee was formed to guide the institution's preparation for and response to Accreditation Standard II. That committee was co-chaired

by an administrator and a faculty member and had a mix of administrative and faculty personnel from the instructional programs. The committee decided that the best way to prepare and respond to Standard II was to ask faculty and associate deans responsible for each program to do a Program Self-Study. To facilitate these self-studies, data pertaining to each program were assembled into what have come to be known as the “White Books.” White Books contain copies of enrollment graphs, Occupational Program Reviews (OPR), Program Goals and Objectives, and other related materials. They are available to visiting team members as exhibits. In each program, a faculty member was selected to write, along with his/her associate dean, a self-study of the program. An outline was agreed upon in advance, and the expectation was that each self-study would be 5-6 pages in length. These program-level self-study reports serve as the basis for the cluster-level reports that follow in the next section of this report.

Research Resources

The faculty used several sources of data to review and analyze the current programs. These sources included:

- Annual Vocational Follow-Up Survey results
- Washington State Occupational Outlook for 1998-2000
- TAC recommendations for 1997, 1998, and 1999.
- Occupational Program Review recommendations
- Student mid- and post-program surveys

Occupational Program Reviews (OPRs) (Policy 2.2.d, 2.B.1)

In 1997, as part of the Institutional Effectiveness Assessment Plan, each program was placed on a three-year cycle of external OPRs. Outside agencies, comprised of industry leaders and educators, conduct an on-site review of the program with respect to facilities, equipment, program content, program length, and other issues that may arise. The findings of these OPRs are presented to program OPR and a written response are reviewed by the TAC and submitted to the Curriculum and approval.

Faculty (2.C.7)

All faculty meet certification standards as outlined in the Seattle Community College District Vocational Certification Handbook (See Standard II Exhibits). In addition, many possess industry specific certification; e.g., four automotive instructors have Automotive Service Excellence certification in the areas in which they teach and several computer instructors possess CISCO Networking and Microsoft certifications (See Standard IV for faculty information).

Shifting Enrollment Patterns

As stated in the Executive Summary and Standard II Overview, the college is experiencing a dramatic shift in “student intent” both with respect to programs of interest and desired outcomes (see Figure II.3 below). With the exception of Computing Technology, which is expanding rapidly, most primary programs in the clusters are experiencing declining enrollments as well as reduced numbers of “completers.” Many students attend for one or two quarters, no longer seeking degrees or certificates, but rather pursuing specific job-related training, which will upgrade current skills, provide skills necessary to get promotions, or provide training for new career fields. In addition, increasing numbers of students already have two-year, four-year, or postgraduate degrees.

State Licenses (2.C.8)

For those programs (Cosmetology, Aviation Maintenance) that require state or federal licensing before completers can work in their chosen fields, success rates for the exams are closely monitored in order to assure that program content qualifies students to pass the exams upon completion of their respective programs.

Analysis and Appraisal (Overview)

Adjusting to the shifts in enrollment and changing student needs (certification vs. degrees) is a continuing challenge for all Professional/Technical Programs. This is true whether the program is Computing Technology, the fastest growing program in the unit, or Automotive Technology, a program experiencing declining enrollment. Figure II.3 below shows a summary of Annualized FTEs from Academic Year (AY) 1988-1989 to AY 1999-2000. The chart is based upon annualized FTEs for all FTE-generating programs: State, non-counting, contracts, Running Start, and international Students.

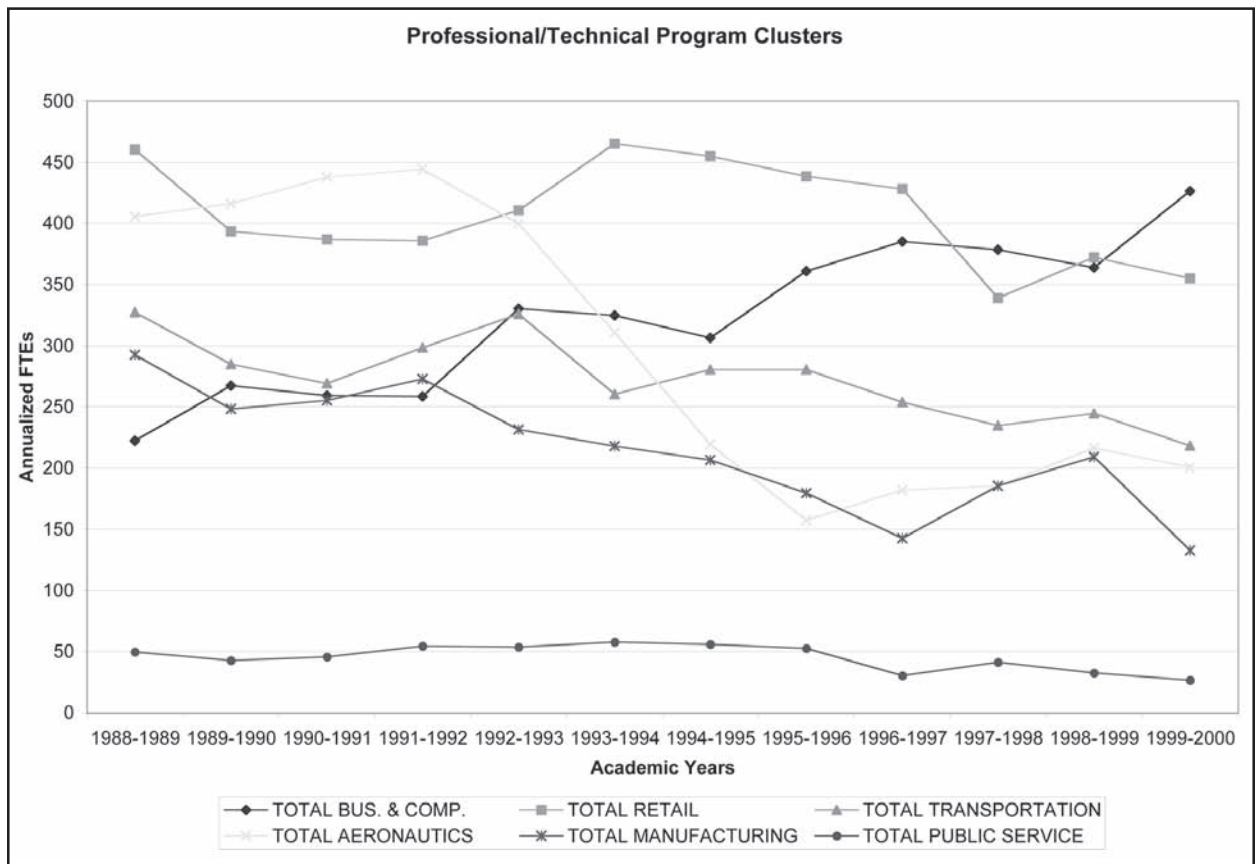
OPR and TAC input, as well as feedback from students, advocate for the need to offer more speciality certificate programs and shorter programs. (See Exhibits - OPRs, TAC Minutes, and student surveys).

Future Directions (Overview)

Largely in response to industry needs, there is a strong movement toward competency-based programs; in this endeavor, Diploma Technology's competency tracking software was purchased and is being implemented. The Transportation Cluster is piloting the effort fall quarter 2000. Again, in response to industry and student needs, many of the programs are developing specialty certificates to meet student needs. In addition, each program is developing entry-, mid-, and post-program assessments (Policy 2.2.b&c, 2.B.1&2) in order to track what learning is taking place and to make appropriate adjustments to course content and sequencing.

The single-fastest growing program in the unit is Information/Computing Technology. Every effort is being made to keep this program current and supported by up-to-date equipment; the newly instituted Technology Fee is designed to make this possible.

Figure II.3
Enrollment Trends
All Professional/Technical Clusters



AERONAUTICS CLUSTER

AVIATION MAINTENANCE PROGRAM

The Aviation Maintenance Program (Aviation) at South Seattle Community College, which is approved under Part 147 of the Federal Aviation Administration (FAA) regulations, provides training and skills for individuals to become FAA certified Airframe and Powerplant Mechanics. There are ongoing program evaluations by the college and the FAA, providing continuous opportunities to improve the effectiveness of the program. External Occupational Program Reviews (OPRs) (Policy 2.2.d, 2.B.1) and student follow up (Policy 2.2.e) surveys have indicated that the program is well-respected by the aviation industry and students. The 1996-1997 Student Follow Up Survey (see Exhibits) indicated that 90 percent of graduates/leavers were satisfied or well-satisfied with the quality of instruction.

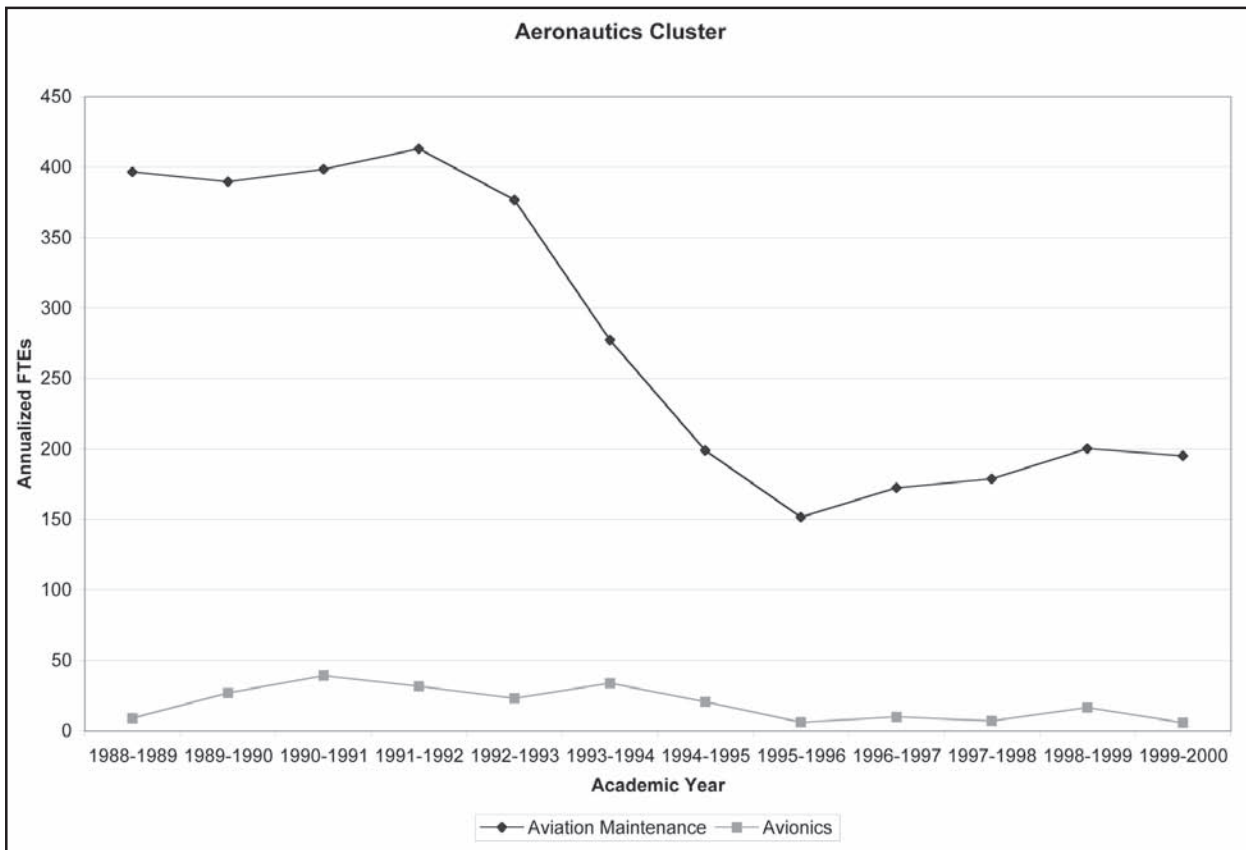
Training takes place at the college campus and in a hangar facility at King County Airport - Boeing Field. Ninety-one percent (91%) of the students in the 1996-1997 year follow up survey indicated that they were satisfied or very satisfied with the facilities. (Policy 2.2.e)

The program does an excellent job in preparing students for employment. Follow up studies indicate a placement rate of approximately 76 percent, and a pass rate of the FAA Exam for Airframe and Powerplant of 95 percent.

Analysis and Appraisal (Aviation)

As seen in Figure II.5 below, the program experienced a dramatic enrollment decline in the early 1990s, going from a high of 413 FTEs in 1991-

Figure II.4
Enrollment Trends
Aeronautics Cluster



1992 to 151 in 1995-1996 (see Figure II.4 below). This resulted in the layoff of four tenured faculty members. At that time, the curriculum was rewritten to meet FAA standards; a major marketing effort was undertaken; and a new associate dean was appointed, stabilizing the program leadership. Enrollment began increasing the following year and in 1999-2000 it was 195 FTEs. The increase is particularly impressive at a time when enrollment in many “traditional” technical programs are steady or declining.

In response to the 1998 OPR and student/graduate follow up reports, the faculty reviewed the attendance policy and, beginning fall 2000, the policy will provide more makeup time and greater flexibility for students who must be absent because of work or family responsibilities. This change was part of the Strategic Planning goals aimed at increasing student retention..

In winter and spring 2000, as a strategy to meet the Human Relations Student Learning Outcome (SLO), a pilot project that involved a team of employees from The Boeing Company (Boeing) was implemented. The Boeing team presented a ten hour diversity/teamwork curriculum to students in the first quarter class. Preliminary results demonstrated a stronger sense of community between the class members, increased participation, and more cross-cultural teams. Retention between first and second quarters increased to 97 percent from the previous average of 83 percent. Faculty will continue to assess the effectiveness of this program in 2000-2001.

Other feedback from reviews, students, and the Technical Advisory Committee (TAC) included recommendations to improve the quality of instruction. In response, several faculty have returned to industry for training. In fall 1998, one faculty member completed 40 hours of shadow time in composites at The Boeing Company. In addition, Title III provided extensive training to aviation faculty in the early 1990s. (2.C.7)

As recommended in OPRs and in order to achieve the Technology SLO, additional computers have been made available to students in the hangars. In addition, a new laptop computer has been provided for the faculty. The program has also established a relationship with Embry Riddle to use the Airframe and Power curriculum as a path to a four-year program.

The program has also developed a process for assessing student progress toward their goals at beginning, middle and end of program, which will be implemented in fall 2000.

Future Directions (Aviation)

In 1999, as part of the college Strategic Plan, the Aviation Program adopted several goals that relate to the college-wide Mission and Goals. These goals also addressed several of the recommendations in the OPRs, student surveys, and the TAC meetings. While strategies have already been implemented to address several of the recommendations, the program continues to address: a) pre-, mid-, and post-program assessments (Policy 2.2.b&c, 2.B.2), which, as stated above, will be implemented fall 2000; b) curriculum revisions to include internships as part of the program by 2001-2002; c) strengthening the electrical/electronic component of the curriculum; d) computerizing the aviation tool room; and e) adding a night program.

INFORMATION TECHNOLOGY CLUSTER

The Information Technology cluster includes the Accounting, Marketing, Business Information Technology, and Computing Technology Programs. As depicted in the following chart, with the exception of Computing Technology, all programs have experienced enrollment declines (see Figure II.5 below). In addition, as the college has focused on addressing the need to build enrollment, a number of administrative changes were implemented, including program name changes, program administrator changes, and program cluster changes.

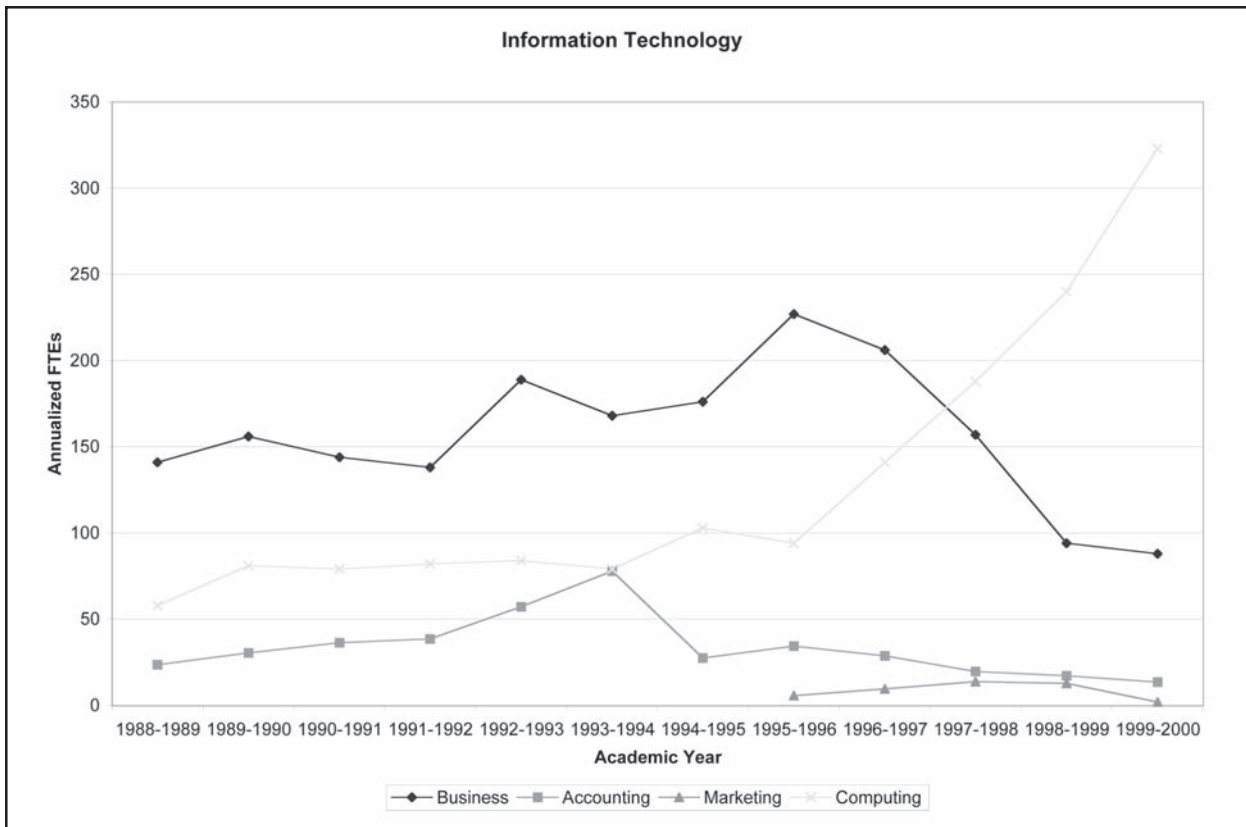
ACCOUNTING PROGRAM (ACCOUNTING)

The Accounting Program (Accounting) supports and incorporates the College’s Mission Statement, Strategic Plan, and Student Learning Outcomes (SLOs) in its program goals, course outlines, and

class syllabi. Major goals shared by the program include:

- To provide students with entry-level skills for employment in a competitive job market
- To provide students with skills required to meet the workforce needs of business and labor
- To incorporate its student learning outcomes into all certificate and degree programs
- To meet the continuing education needs of the community
- To provide work-based learning opportunities for students
- To provide programs that support the learning and success of the diverse student population
- To ensure that campus technology is continually upgraded to match business, industry, and community standards
- To collaborate with business and industry, labor, K-12 schools, community-based organizations,

Figure II.5
Enrollment Trends
Information Technology Cluster



and other higher education institutions

Accounting has been designed with direct input from area business leaders and offers a short-term business curriculum with hands-on training, individualized attention, and personal and professional development guidance.

Through the Accounting Program, students learn to analyze, classify, record, summarize, and interpret business transactions in financial terms. Students learn how businesses operate and how and why certain business decisions are made. In addition to developing fundamental accounting techniques, students gain computer experience through the use of general ledger and spreadsheet software.

With accounting skills, graduates go on to work for accounting firms, banking institutions, small businesses, large corporations, law firms, government agencies, insurance companies, retail stores, manufacturing firms, the hospitality industry, and into business for themselves.

Accounting has different options available to students based upon the length of time and level of study they wish to complete. A student attending college full-time during the day can generally complete the certificate program (54-56 credits) within three or four quarters. An additional year is generally required for those who wish to earn the Associate of Applied Science (A.A.S.) degree (100-106 credits), again full-time during the day.

Since the last accreditation, the program has made both major and minor revisions to its curriculum at the individual course level. Faculty have developed new courses and added courses from other programs to reflect the changing nature of the workplace and to support college goals, with much of the change centered on the advancement of computer technology. (Specific changes are listed Standard II Exhibits.)

For several years, the Business, Office, and Accounting Programs have shared a Technical Advisory Committee (TAC). For approximately the last three years, none of the members have been directly associated with the field of accounting. This

will be addressed in 2000-2001.

Faculty and Instructional Support Personnel: primarily one full-time, tenured faculty member teaches the accounting classes. Two of the second-year courses (ACC257 and ACC230) are taught by the full-time, tenured transfer accounting instructor who is assigned to Academic Programs. Occasionally, a day or evening section is taught by one of two part-time instructors who have experience and are qualified to teach accounting.

Analysis and Appraisal (Accounting)

As noted above, Accounting has experienced consistent decreases in enrollment over the past fifteen years. The greatest drop was recorded between 1993 and 1995 when an institutional “reorganization” moved the full-time transfer instructor from Business Programs to Academic Programs, thus the student counts were then split between the academic and professional/technical programs.

The Institutional Research Office often reports results from its annual Vocational Follow-up Survey. Comments from former students are recorded verbatim and given to program faculty to study for assessing the strengths and weaknesses of the programs (see Exhibits).

The high rate of employment and low rate of unemployment in the Greater-Seattle and Puget Sound areas has affected the enrollment in accounting and business classes. It was once felt that the computer would be doing the “bookkeeping” aspect of accounting automatically and that data input operators could simply enter the data and the Accounting Programs would process the necessary records and reports—thus eliminating the need for basic bookkeepers. The TAC voiced that opinion in the mid-1990s. However, interviews with temporary agencies at the Northwest Career Expo held at the Seattle Center in April 1999 refuted that claim. Every agency representative approached had unfilled jobs because of a lack of skilled workers in the area of accounting/bookkeeping.

Offering business classes in two different instructional units has increased the confusion and difficulty for students and for scheduling. Most of

the required accounting and support classes are offered through the Accounting Program; however, some of the required classes are offered by Academic Programs (ACC230, BUS200, 210, and 250). It is sometimes very difficult to coordinate the offerings and to make sure core classes are not offered at the same hour—preventing the students from getting a full schedule and taking courses in the proper sequence. It is also challenging to coordinate classes among the Computer, Marketing, and Supervision and Management Programs; all of which offer the classes accounting students need to complete their degree requirements. (2.A.9)

An external Occupational Program Review (OPR) (Policy 2.2.d) for the vocational Accounting Program was conducted in spring 2000. Faculty and administrators will review the recommendations in summer/fall 2000 and develop strategies to respond to the recommendations. The associate deans and faculty are addressing the problem of having required courses offered by two separate instructional units and under the direction of two separate associate deans.

Faculty are in the process of developing an assessment tool to measure students' progress as they proceed through the program. Anonymous student assessments will be made at the beginning, middle, and end of the program. Information and insight from these assessments, combined with the input from the OPR and TAC will provide necessary data to continually evaluate the program's strengths and weaknesses and make recommended changes. (Policy 2.2.b&c, 2.B.2)

Future Directions (Accounting)

The Accounting Program was included in the unit goals for all business programs. During 1998-1999, major goals included:

- Upgrading the curriculum by adding new general ledger software (e.g., Peachtree Accounting) and obtaining the newest versions of Microsoft Excel.
- Upgrading the physical plant to include new carpeting and paint in the two computer rooms used primarily by the business/accounting classes to increase the visual appeal and promote a more businesslike atmosphere in the school environment.
- Obtaining program-specific advising in the busi-

ness area and research time to survey students' needs and employers' needs.

- Training in new software, methods in teaching diverse populations, and new strategies for assessing student achievement.

BUSINESS INFORMATION TECHNOLOGY PROGRAM (BIT)

The Business Department was established at the same time South Seattle Community College opened (1969-1970) in response to the growing demand for office professionals in the workplace. The program prepares students for entry-level general office positions. Over the last several years, the program has continued to evolve as it has responded to and incorporated the new technology within the expanding workplace.

In 1997 a joint committee from the North, Central, and South Seattle Community Colleges reevaluate and redesigned the curriculum for the business programs. As a result, the Business Information Technology (BIT) Program was initiated across the three colleges with varying results.

The certificate program (48-52 credits) offers a basic education in office accounting, communication and human relations skills, business technology, and workplace issues. The A.A.S. degree (94-100 credits) is made up of theory and hands-on training with an ever increasing emphasis on the new business technology.

Facilities and Equipment: In 1997-1998 the college upgraded the computer labs in the Science Building by the purchase of both hardware and software. Two computer open labs were added to accommodate the growing demand.

Analysis and Appraisal (BIT)

The research from employers, students, and faculty has yielded the following key points:

- Businesses are seeking highly skilled computer personnel.
- Also in demand are people who can manage information, personnel, and multiple projects.
- Office personnel are required to possess high skills in managing/working with people, handling customers/clients, dealing with multiple deadlines

alone or in teams, with compliance of safety and health regulations as a part-time task.

- Evening and weekend classes are a necessity, as well as on-line courses. Students typically are seeking to upgrade specific skills or to further prepare themselves for a changing position. Often they are already employed and are required to balance family and job responsibilities while going to school. Scheduling, planning and marketing for the various specialized courses is a challenge.
- Cancellation of classes due to low enrollment drives students to seek and attend other institutions.

In the past several years, the BIT degree program, although meeting the basic requirements of several business-based programs, has continued to decline in enrollment. At the same time, there has been an increase in short-term business programs, such as First Step and Step Up. Welfare reform policies have dramatically limited the time students can spend in training, encouraging them to enroll in 12 week programs, and following obtaining employment, to continue their educations to advance in their careers. In addition, more students who previously entered BIT programs, are now enrolling in computer programs, such as webmaster, which offer higher salaries and career potential.

Future Directions (BIT)

Due to changes in the workplace brought about by the domination of computer technology, the BIT Program will be restructured and merged with the Computing Technology Program, according to the

Figure II.6
BIT Restructure Schedule

<p>Phase I: 1999 – 2000 Revitalize the Technical Advisory Committee and commission them to study the emerging needs of business.</p>
<p>Phase II: 1999 – 2000 Work with representatives from small, medium and large businesses to ascertain the current needs and requirements.</p>
<p>Phase III: 1999 – 2000 Design an overall plan possibly combining programs, schedules, courses, marketing, etc.</p>
<p>Phase IV: 1999 – 2001 Using research, restructure both the curriculum content and the delivery system for the program.</p>
<p>Phase V: 2000-2001 Implement the marketing plan to reach appropriate industries/businesses.</p>
<p>Phase VI: 2001-2003 Hire a coordinator or lead instructor to “champion” and implement the program.</p>

timeline, Figure II.6:

COMPUTING TECHNOLOGY PROGRAM (COMPUTING)

The overall goal of the program is to help students meet their educational needs in order to attain employment. Results of the 1997-1998 Vocational Student Follow-Up Survey (see Standard II Exhibits) indicate that 88.9 percent took computer courses in order to become employed in the industry; 66.6 percent ranked their experience as satisfactory or above in regard to meeting their employment goals (Policy 2.2.e). Since this time, the division has implemented numerous strategies to increase student success in attaining their goals. These strategies are addressed throughout this report.

The Computing Technology (Computing) area currently consists of five Associate of Applied Science (A.A.S.) degree programs:

- LAN Applications – Help Desk
- LAN Applications and Software Engineering
- LAN Service Technician
- Webmaster Programming and Administration
- Web Design and Multimedia Focus.

In addition, there are plans to incorporate the existing Business Information Technology Program into the Computing Technology programs. Furthermore, CISCO Networking and webmaster certification training are currently being offered. The e-commerce option of the Webmaster Program will begin fall 2000.

Enrollment

Prior to 1993, none of the core Computing programs were offered. Now, those programs are the fastest growing on campus. The Figure II.5 on above illustrates the rapid growth. Initially, LAN Applications was the strongest; but the LAN Service Technology is now equally popular with students. The newest program, Webmaster, opened 1999 with waiting lists. While enrollment continues to grow in these programs, the number of degrees and certificates awarded has declined. This is due in large part to the fact that students are obtaining skills or certifications instead of a degree, and students

are obtaining jobs prior to graduation.

Faculty (2.A.1, 2.C.7)

Maintaining a staff of qualified faculty has been difficult, since faculty salaries are not competitive with private industry. In June of 1999, there were 4 full-time and 12 part-time instructors; by spring quarter 2000, there were 6 full- and 18 part-time faculty. There is an ongoing effort to create a balance between the need for teachers with industry experience (1997-98 Vocational Follow-up Survey) and the need for teachers with more teaching experience (1994-1995 Vocational Follow-up Survey). Part-time instructors generally come from industry and are working full-time or have businesses of their own.

A key challenge is maintaining currency. During summer quarter 1999, two faculty members attended a week long Microsoft institute, another faculty member was at Microsoft for a summer internship. During summer 2000, an instructor attended a summer faculty internship program sponsored by The Boeing Company (Boeing). The faculty have a new Teaching and Learning Center (TLC) available to them for Faculty Development. In addition most of the faculty are employed in the computing industry in order to keep current.

All full-time instructors have satisfactory office space; office space for part-time faculty is difficult to obtain. However, the pending remodel of the Technology Center will provide additional office space for part-time instructors.

Faculty members' academic credentials are summarized in Standard IV of this self-study report. In the computing technology field, academic credentials are less important and may be unrelated to technical skills. Instructors come from a wide range of academic disciplines, Math and Psychology for example.

Computing instructors face a more rapidly changing field than other instructors. As such, the college is providing release time to computing instructors to allow them additional time to keep current in their

field.

Facilities and Equipment

Because of the tremendous popularity of computing programs, it has been a major challenge to build and equip sufficient computer labs. In 1999-2000, three new computer labs were constructed. In addition, the college has allocated \$200,00 from the Universal Technology fee, approved by students in 1999, to upgrade three computer labs each year. Each year, a substantial percentage of the college's instructional equipment funds is allocated to upgrading computer labs.

Assessment

Computing Programs implemented pre-, mid- and post-program on-line testing in 1999 –2000. The program has developed a test bank of final exam questions from each of the courses in the program. A test was created from the bank by selecting two questions from each course, a total of 40 questions. This test is administered each quarter at the beginning of CSC100 and CTN270, and at the end of CTN274. These courses correspond roughly with the beginning, middle, and end of the program for most students. Data gathered from this testing procedure are used only to monitor overall acquisition of knowledge by students in the program. Spring quarter 2000, 105 students were tested. They represented a cross-section of those in the program. The program will track students longitudinally through three testings and measure their progress toward individual program outcomes. (Policy 2.2.b&c, 2.B.2)

Starting spring term, 2000, specific curriculum outcome sheets were distributed to students as they entered each program. Examples of the Student Learning Outcomes and Specific Curriculum Outcome sheets are available in the Computing Technology White Book (see Exhibits). In addition, each course has an official Course Outline that specifies the objectives for the course. Instructors prepare course syllabi that address the objectives and distribute those syllabi to students at the beginning of each course. Included in the course syllabi are lists of objectives and or competencies

to be attained in the course.

Computing Program content is determined through faculty members' contact with industry personnel. This is accomplished formally, through advisory committee meetings, and informally, through contact with peers at professional meetings and seminars.

Sequencing

As the programs have grown, the need for formal coordination of instructors and curriculum has become apparent. The college has responded to the program's need for coordination by providing stipend funds to faculty members willing to serve in this capacity. (2.A.3)

Analysis and Appraisal (Computing)

Computer Technology uses a number of methods for its ongoing assessment process, including regular student evaluations, Technical Advisory Committee (TAC) advise and input, external program reviews, and faculty input.

Triennial External Occupational Program Reviews (Policy 2.2.d)

The last Occupational Program Review (OPR) was completed in 1996 (Standard II Exhibit). Some of the findings are still ongoing problems; for example, trying to keep the equipment up to date. Another example is the need for full-time faculty. Although the number of faculty has significantly increased because of the growth of the program, it remains an ongoing need. Maintaining high-quality instruction with limited resources in terms of faculty remains a challenge. A similar situation exists with the use of labs. The program has added many labs, but still needs more labs to meet student demand. Computing Technology has been slow to incorporate an internship program, which continues to be a concern and specified goal in the Strategic Plan. The overall theme is that the program has grown much faster than anticipated. Most of the programs and courses have been created since the 1996 OPR.

Individual Program Self-Study 1999

The latest self study in the computing department was completed in November of 1999 (See Standard II Exhibits). Full-time and part-time faculty and the associate dean completed the study. The report

details the need for skilled workers in the computing field and clearly describes the programs offered at the college. The study includes the stated goals for the Computing Technology department.

Student Input

Input from students via evaluations has been very useful in improving the effectiveness of the program. One issue raised was the lack of lab time outside of class. In response, computer lab open hours have been extended on weeknights and weekends. Other students concerns included out-of-date equipment, which has been partially addressed through the implementation of the Universal Technology fee, and instructor skills, which are being addressed through faculty release time.

More classes are being offered, including more evening and weekend offerings based on student demands. In addition to adding classes, Computing is experimenting with classes that meet three times a week (as opposed to 1 hour a day 5 days a week). It is also adding on-line classes and hybrid classes that offer a combination of on-line and on-ground activities.

Future Directions (Computing)

While other programs are trying to increase enrollment, the greatest challenge Computing faces is meeting the increased demand for programs and maintaining flexibility. Changes in the industry require that the curricula be constantly revised.

Another goal is to maintain industry-current instructors with teaching skills. Part of keeping up with changes in program content involves keeping facilities and equipment up to date. Given these goals and the rapid rate of growth in the programs, it is a challenge to meet program goals.

Pre-, mid- and post-testing was field tested in winter and spring 2000 in two courses and will be expanded to all sections of targeted courses beginning fall 2000.

TAC meetings were held on a regular basis at the beginning of the program and the information gained was very valuable in the development of the computing technology options. An effort is being made to reenergize the TACs to aid in program re-

vision, evaluation effectiveness, and to assist in the development of the e-commerce option.

Fall of 2000 another external program review is scheduled. By that time, Computing plans to have its own mission statement consistent with and supportive of the institutional Mission and Goals statements.

MARKETING

The Marketing in Business program provides both theory and practice of marketing in business. The program is structured over 6 quarters, and includes the subject areas of advertising, promotion, career opportunities, selling, project management, entrepreneurship, leadership development and research.

It has suffered from low enrollment since its inception. In an effort to make this excellent program viable, the courses and been integrated with other programs; e.g., the Supervision and Management Program and Floristry. However, these efforts have not been successful and the decision was made in summer 2000 to place the program on inactive status

pending review by faculty.

MANUFACTURING CLUSTER

The Manufacturing Cluster has seen dramatic enrollment shifts over the past decade. The cluster currently comprised of Environmental Health and Safety, Occupational Health and Safety Industrial Machining Technology, Welding Fabrication, and Quality Assurance. Over the past ten years, programs have been discontinued and the cluster has been restructured to respond to changes in business and industry. The Engineering Program was part of this cluster but was transferred to Academic Programs fall of 1999. Figure II.7 below illustrates the instability of the cluster.

ENVIRONMENTAL HEALTH AND SAFETY (EH&S) PROGRAM (FORMERLY HAZARDOUS MATERIAL TECHNOLOGY (HMT))

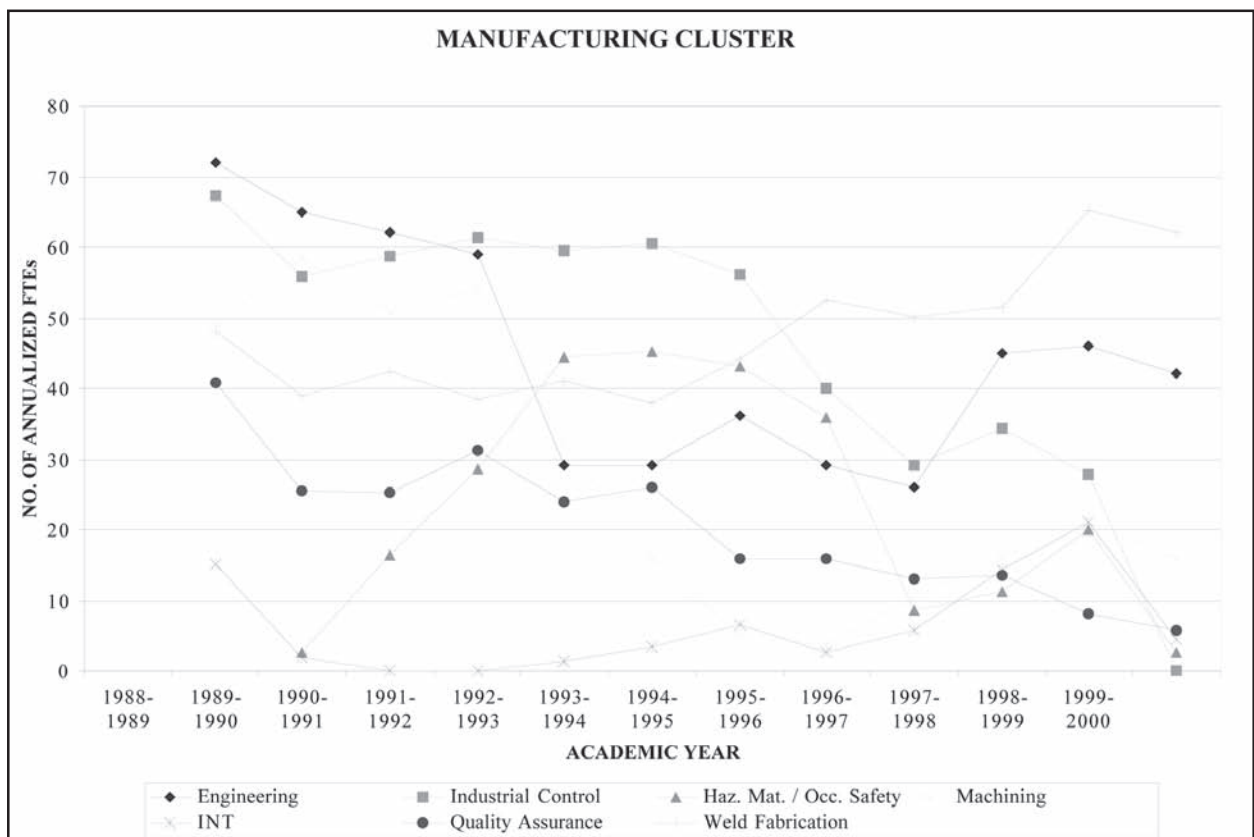
The Hazardous Materials Technology program was

initiated in 1990 by South Seattle Community College in direct response to emerging environmental needs and growing public awareness in the Northwest. Based on this demand and support from the Technical Advisory Committee (TAC) members and faculty, an evening program was launched. Student enrollment was comprised primarily of full-time workers who sought certification in specialties within industry. Evening courses made it possible to accommodate working students and to utilize instructors from the environmental industry.

Analysis and Appraisal (EH&S)

The certificate and degree program was initially successful and seemed to answer a need. However, completion rates of 50 percent and a total of 34 graduates since 1993-1994, indicated a need to re-evaluate the content, purpose and/or delivery. At the time of the Self-Study, the college began a serious examination of the available data (see Exhibits -

Figure II.7
Enrollment Trends
Manufacturing Cluster



Student Follow Up Surveys), the new federal, state and local standards; the requirements from employers; and feedback from employees in the field. Subsequent analysis revealed that the demand for a Certificate or Degree did not meet the emerging needs of students who sought very specific certificates (See Exhibits – Surveys and faculty input). In addition students frequently were already employed or were hired mid-program due to the high employment opportunities within the Puget Sound area. Typically students returned for “as needed” training after being employed and learning of the job demands.

In keeping with the Program goals (see Exhibits - Strategic Plan), in August of 1999 a TAC *ad hoc* committee was formed to:

- Reexamine the total program in light of the research
- Restructure (including adding field experience and small certifications)
- Market the new program within the environmental industry

The new EH&S program with its direct ties to the college’s Institutional Effectiveness Assessment Plan has met the goals of the program set earlier by the faculty, TAC, and administration during the self-study process.

A series of meetings has resulted in a modular program that offers small regulatory certificates in all aspects of environmental safety and control including construction, OSHA (Occupation Safety and Health Administration), WISHA (Washington Industrial Safety and Health Administration), real estate, industrial and household waste disposal, and pollution. Also included are courses on regulations, laws, chemistry, toxicology, documentation, and assessment (see exhibits - new program curriculum/ Exhibit books).

Future Directions (EH&S)

Based on the findings of the summer of 2000, the college intends to offer a modular program for environmental technicians and supervisors, which will lead to a Certificate of Completion and to an Associate of Applied Science degree. At this writing the

program is undergoing the required approval process and will officially be initiated in the fall of 2000.

INDUSTRIAL MACHINING TECHNOLOGY (MACHINING)

The South Seattle Community College Industrial Machining Technology Program (Machining) offers state-of-the-art equipment and laboratories to enable students to learn the modern principles of machining, turning, grinding, milling and CNC (Computerized Numerical Control).

Machining students have the opportunity to work for a wide variety of aerospace, maritime, and manufacturing industries in the greater Seattle area.

Courses are organized in sections so that those who wish to study in one particular area may do so. Classes are taken by students seeking certification and also by those who are already employed in the field and want to upgrade their skills. A certificate and degree option in this program are offered.

Analysis and Appraisal (Machining)

The need for an industry-wide standard in the manufacturing programs has developed to the point that a national standards organization has been formed. The National Institute for Metalworking Skills, Inc. (NIMS) was formed in 1995 and is beginning to take hold in the industry. In response to Technical Advisory Committee (TAC) and Occupational Program Review recommendations to obtain national accreditation (see Exhibits – Occupational Program Reviews and Technical Advisory Committee Meeting Minutes), the college has made the decision to evaluate the program based on the NIMS standards. In May of 2000 a representative of NIMS visited the program for an informational meeting and in June 2000, the college’s Machining instructor visited a NIMS-certified school.

Because enrollment in Machining is a concern, the NIMS certification has been included in the Strategic Plan as one of the program’s strategies to increase enrollment.

The need to have the latest technology in the CNC aspects of the Machining Program continues to impact the program. This is a very space- and capital-intensive part of the industry and the pro-

gram. To address the needs expressed by the TAC, students, and faculty, the college renovated the machining facility in early 2000. The size was increased by over one-third and two dedicated classrooms were added. In one of these classrooms, the college installed a CAM (Computer Assisted Machining) computer system and network. This allows students to design their projects on the computer and download the program to the CNC machine. Also, the newly leased CNC machines were added to improve the program and training opportunities for the students.

The Machining instructor developed a pre-, mid-, and post-assessment process whereby individual students can be assessed for acquiring the program outcomes—skills needed in today’s workplace. The mid- and post-testing consist of creating a model, which must be accomplished according to specifications and is assessed against specific criteria. The mid-program assessment is a hand lathe project and the post or final project requires completion of a CNC model. Through the accumulation of data from these tests, we will continue to assess student’s achievement of the program outcomes. (Policy 2.2.b&c, 2.B.2)

Future Directions (Machining)

The focus for the department over the next few years is to increase enrollment. To that end, strategies, as listed in the Strategic Plan, include strengthening high school, TechPrep, and industry partnerships. In addition, faculty are modularizing the curriculum and developing industry-based certificate training that is more attractive to students and that targets specific skills needed by industry, thus, strengthening the program.

OCCUPATIONAL HEALTH AND SAFETY (OH&S)

The Occupational Health and Safety (OH&S) program grew out of an industry demand that a special option be established within the Hazardous Materials program. This curriculum was to meet the guidelines developed jointly by the American Society of Safety Engineers and the Board of Certified Safety Professionals. This option, which became effective as a degree program in 1998, emphasizes the health and safety aspects within an

occupation with the laws, regulations and standards for business and industry. Its special focus became working quality standards within an industry or “indoors” as opposed to the environmental focus of the original Hazardous Materials program that emphasizes the “outdoor” environmental field. From the outset this program did not experience the anticipated enrollment (see Figure II.7 above). Student enrollment was made up primarily of full-time workers who sought certification in specialized certificates. Evening courses made it possible to accommodate these working students and to utilize instructors from the environmental field. (see Exhibits - Student Surveys.)

Analysis and Appraisal (OH&S)

Several strategies were attempted; e.g., promotion at industry fairs and conferences, industry tie-in to the college, and special agreements with The Boeing Company. In response to student’s inability to make evening classes on a regular basis, some Distance Learning courses were incorporated in 1998. Despite these efforts, enrollment has remained at approximately 12 students making expansion and allocation of additional funds difficult to justify.

In 1999 during the Self-Study process, the need for a clear direction and change to the program became more pronounced. Furthermore, research from industry, former students, Technical Advisory Committee (TAC), and employers revealed:

- Federal, state, and local standards have increased dramatically and require more expertise. (See Exhibits - White Book)
- Industry no longer hires health and safety professionals directly from school, but typically promotes from within after a person has learned and worked within the industry.
- The high demand for worker/supervisor overtime and travel within the field has made regular class attendance difficult for students, causing further course completion difficulties.
- The high employment demand encourages students to leave college and get “on the job” training.
- TAC participation fell off as a result of the low enrollment.
- Student requests for special certificate courses for

working adults (see Exhibits - Student Follow up Survey).

Future Directions (OH&S)

In light of the above research and the Strategic Plan (see Exhibits - Strategic Plan), it was decided to restructure the program, beginning in fall 2000. (see Exhibits White Book- Letter of Request, May 30, 2000). The strategies are:

- To individually accommodate students currently in the program.
- To establish a new TAC made up of representatives from the field—management, labor, federal, state and local agencies, private companies—study the feasibility of continuance or developing a restructured program to meet the new and emerging needs possibly expanding the Distance Learning approach.
- To revitalize the TAC in the fall of 2000 and begin the oversight process of evaluation and planning.
- To submit a proposal to the college by spring of 2001 with recommendations based on the findings of the fall and winter study. The goal is to have the new program in place for the fall of 2001.

QUALITY ASSURANCE (QA)

The Quality Assurance (QA) program at South Seattle Community College was initiated in 1972 with the collaboration of The Boeing Company (Boeing) and the Seattle Chapter of the American Society for Quality. The program was designed, developed, and implemented at South to respond to the demand for personnel who were qualified to inspect, evaluate, and recommend solutions at Boeing. At that time 95 percent of the students were from Boeing, currently only 10 percent of the students come from Boeing. Since 1993 the program has experienced a steady decline, due in part to the changes in the industry and at the college. Degree graduates in the program have averaged five per year, 4.6 per year for the certificate.

Analysis and Appraisal (QA)

The 1999 Self-Study process offered an opportunity for the college to take a serious look at the program. To continue offering the program, research of many constituents was undertaken, which revealed the need to reexamine and restructure the

program (see Exhibits - Surveys). The following factors led to the reexamination:

- Steady decline in enrollment (See Figure II.7)
- New and technological needs (See Exhibits - Student Follow up Surveys)
- Specialization needs within the industry. (See Exhibits - Occupational Program Reviews)
- Emerging and more stringent laws regarding quality
- Increase of lawsuits related to quality issues
- The high employment rate within Puget Sound

Based upon the above findings, the college committed itself to several immediate goals (see Exhibits - Strategic Plan) and in spring 2000 discussed discontinuing the QA program until the above were accomplished. The plan to rebuild the program includes:

- Reestablish a new, revitalized TAC representing all aspects of the industry as well as current and former faculty. This committee would propose both an overall plan and specific strategies for the orderly and consistent examination of and recommendations for the new program.
- Renew collaboration with Boeing to develop curriculum for a Quality Control (QC) inspector position at that company
- Work with other industries to develop curriculum to match the changing role for QC inspectors and technicians.
- Restructure both the courses and the modes of delivery dictated by the current and foreseeable future demands of the industry.

While the above strategy is being implemented, the decision was made to place the program on Inactive Status with the SBCTC effective summer 2000.

Future Directions (QA)

To date the QA program has begun the process:

- In the spring of 2000 a group of industry representatives was contacted and agreed to serve on the new committee
- Meetings will begin in fall 2000
- Current courses will continue in order to meet the needs of current students
- No new registrations will be accepted until the new program is implemented in the fall of 2001
- The proposed planning schedule, Figure II.8.

Figure II.8
QA Proposed Planning Schedule

Fall, 2000-	Reformation of a TAC for Quality Assurance
Winter & Spring 2001	Analysis of current data; design of marketing plan, and restructure of curriculum, including instruction, assessment, schedule, instructors, etc.
Summer 2001	Final documentation and approval
Fall 2001	Implementation of the new program.

WELDING FABRICATION PROGRAM (WELDING)

The South Seattle Community College Welding Fabrication Program (Welding) offers a wide variety of welding and metalworking skills on industry-standard equipment. The facility is set up to simulate a live fabrication shop, similar to what one would find in industry. Welding students have the opportunity to work for a wide variety of aerospace, maritime, and manufacturing industries in the Greater Seattle area.

Courses are organized in sections so that those who wish to study in one particular area may do so. Classes are taken by students seeking certification and also by those who are already employed in the field and want to upgrade their skills. The college offers a certificate and degree option in this program, including Washington Association of Building Officials (WABO) certification training. Instructors are certified WABO examiners, whose curricula are aligned with WABO certification standards. Students often complete the program with a certificate and/or degree as well as a WABO certification.

Analysis and Appraisal (Welding)

In response to Technical Advisory Committee (TAC), program reviews, and student and industry recommendations, the college has upgraded the facility with new equipment (four new welders were purchased this year) and added extra storage space to meet the needs of the program. The TAC also recommended that the college develop modularized training based on the WABO certification. The majority of students who enter the program take only those courses needed to upgrade their skills or to

get a job.

To date, enrollment for the daytime program remains steady. However, the evening program is experiencing an increase in enrollment, indicating a need for upgrading skills by those currently employed in the industry. In response, the college has added additional evening classes. In response to the increasing use of the facility, a part-time lab assistant was hired to assist in the basic daily maintenance of the facility.

Future Directions (Welding)

The focus for the department over the next few years is to continue to offer classes that meet student demand. One of the department strategies is to develop and market the new shorter certificates (based on WABO) within the welding program. Once the certificates are in place, the program will phase in the Diploma Technology program to track skills and progress toward program outcomes. Efforts to continue both high school and manufacturing industry partnerships will continue.

PUBLIC SERVICE CLUSTER

The Dean for Continuing Education and Economic Development is responsible for the Public Service Programs, comprised of Occupational Teacher Education (OTE), Supervision and Management (SMG), and Corrections Officer/Public Service Careers Programs. Figure II.9 below displays enrolled trends for this cluster

CORRECTIONS OFFICER/PUBLIC SERVICE CAREERS PROGRAM (CORRECTIONS)

The Corrections Officer/Public Service Careers Program (Corrections) was initiated in the spring of 1996 under the direction of the District workforce directors in partnership with King County Adult Detention administration. Originally, the Seattle Community College District was approached by a consortium of adult corrections leaders and asked to develop and train qualified men and women for

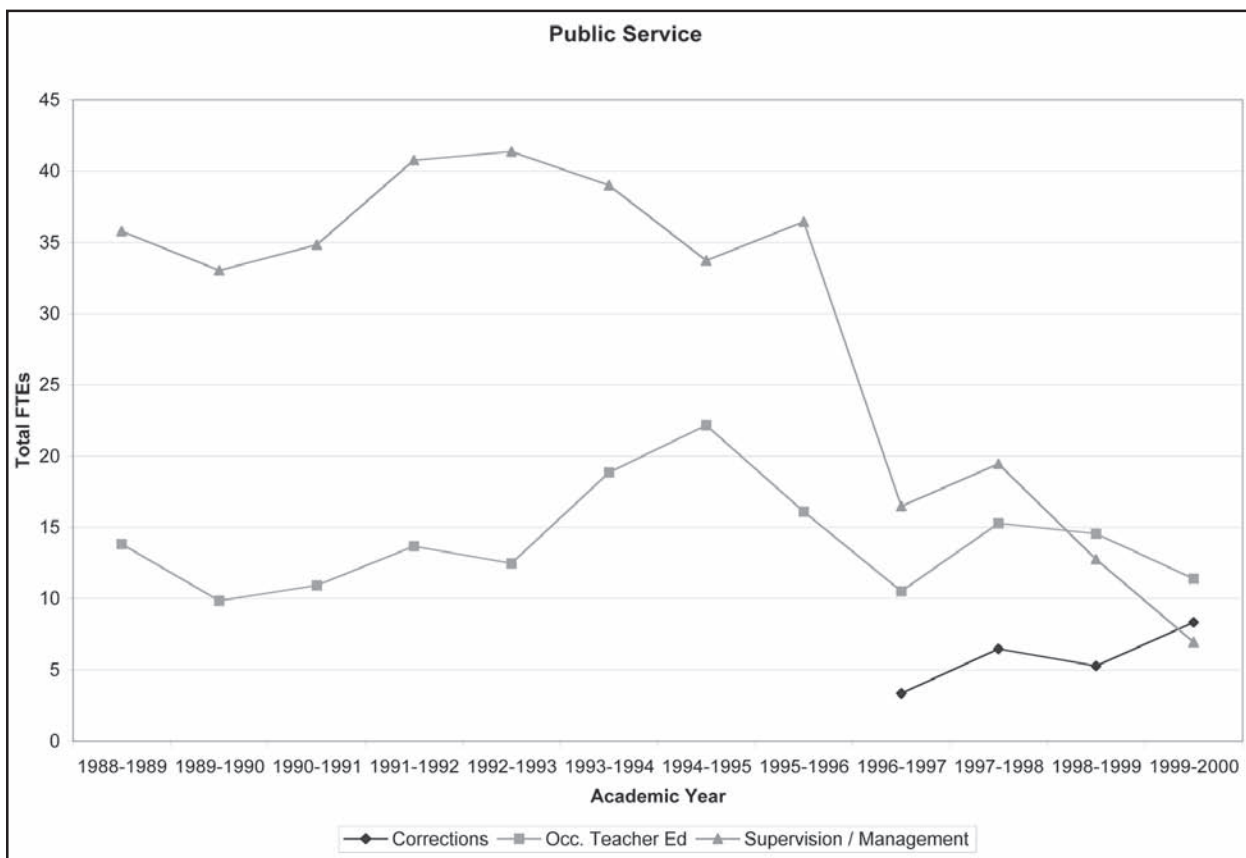
the field of corrections. A group was formed to examine the need and feasibility of implementing such a program. Subsequently, curriculum was developed for each of the colleges; coordinators were designated and group planning was begun. It was determined that each college would develop and implement its own program in order to meet specific local needs.

South Seattle Community College, under the leadership of the Associate Dean for Continuing Education, began developing the program in cooperation with local police officers in spring 1996. Joint recruitment efforts were initiated and, on May 18, 1996, 22 students began the first program.

Program Content and Structure

The Corrections Program is based upon theory, regulations, standards, and performance skills, with a strong job shadowing component. Students must

Figure II.9
Enrollment Trends - Public Service Cluster



meet or exceed specific competencies and, upon successful completion, receive a certificate in Correction Officer/Public Careers. The program encouraged students to return to school after successful work related experience within two years to complete the necessary requirements for the Associate of Applied Science degree in Correction Officer/Public Services required by the degree.

Analysis and Appraisal (Corrections)

Although Corrections was established in response to strong requests from King County Correctional administration and accomplished in record time, the program did not continue to attract students. In the fall of 1998, the Associate Dean began the redesign of the program to increase enrollment and retention/completion. Efforts were directed at broadening the options within the program by incorporating an internship component and work experience in the court systems, probation departments, and juvenile and adult correctional institutions.

During the first two years, there emerged three challenges:

1. Recruitment of qualified applicants. A major recruitment effort was done for the fall and spring quarters. However, the number of applicants consistently attracted 30 people, 20 percent of whom failed to meet program entrance requirements.
2. Retention of the student. After visiting correctional institutions, listening to the instructors from the field, and seeing the daily discipline required, some students were not prepared for the reality and dropped from the program. Experience showed a drop-out rate of 20 percent for this reason.
3. Lack of coordination between correctional facilities and the college. It became evident that the correctional facilities recruited their own candidates independent of South Seattle Community College.

Strengths of the new program

- Employment - Each student who completed the certificate portion had the opportunity for related employment. On-going contact has been maintained with many of the students.
- Response to Community Needs. - Requests by

King County Correctional administration were evaluated, responded to, and implemented in record time (from idea to implementation in 60 days).

- Establishment of Partnerships. - Partnerships with community-based organizations were initiated and established.

Efforts were made in 2000 to reestablish a Technical Advisory Committee (TAC) from the corrections field to assist South in assessing the true needs within the state and local area. It is hoped that establishing strong ties with the local corrections departments will help South identify the content and scope of this program. In the spring of 2000, the Dean of Technical Education purchased an on-line introductory corrections curriculum from California which could serve as a base for our own program after it is evaluated and adjusted to fit the Washington State requirements.

In summary:

- The research indicates that a high demand exists for corrections and security related officers in Washington. However, students often have a TV image of the work expectations and requirements. Consequently they drop from the program.
- For the program to succeed, a stronger relationship to the local/state institutions must exist for on-going recruitment.
- A strong leader/coordinator is needed to make and maintain industry ties and provide the student/program consistency.
- There is a need for another needs assessment to ascertain the changing needs.
- The college needs to restructure the program to meet the above changes.

Future Directions (Corrections)

- The college will conduct a needs assessment in 2001 to determine the new configuration of the Corrections Program.
- The Deans of Workforce Training and Continuing Education will oversee the formation of the TAC in 2000-2001.
- The college will restructure the program as determined above in summer/fall of 2001.
- Fall of 2002 the new Corrections program will be re-initiated, if appropriate.
- The program has been placed on inactive status

pending a thorough review as of August 2000.

OCCUPATIONAL TEACHER EDUCATION (OTE)

The Occupational Teacher/Trainer Education Program (OTE) is an evening/summer program designed to fulfill the course requirements for State Board for Community and Technical Colleges and Office of the Superintendent of Public Instruction Vocational Instructor Certification. This program offers Faculty Development opportunity and salary credits to teachers while giving students from business and industry the opportunity to learn training, educational foundation skills, and presentation skills. Most students in the program are working full time in vocational education or are in the process of moving toward vocational education or training.

Analysis and Appraisal (OTE)

South Seattle Community College has offered this program since 1973 and continues to be the only community or technical college in the state with a Certificate of Achievement and Associate of Applied Science (A.A.S.) degree option; however, many community colleges now offer the courses needed for state certification. The number of graduates completing the certificate or A.A.S degree has been declining since most OTE students are only interested in getting their state certification, i.e., taking only the five state-mandated classes (See Exhibits - OTE survey results). Enrollment has declined from the 1993-1995 spike due in part to the fact that part-time faculty are not required to take OTE classes. Certification standards are defined for different employee types; e.g. full- or part-time faculty. (See Exhibits - Vocational Certification Book.) The increased offerings in other schools has also reduced the enrollment at South Seattle Community College. Even with this decrease in demand from prospective college vocational instructors, there is an increased need for OTE courses by vocational high school teachers, creating new untapped markets. At this time, marketing for the OTE program is minimal; most students learn of the program through word of mouth.

In October 1999, current and previous OTE students

were surveyed and a focus group was conducted to determine student needs. The results indicated that the overall program is good, with instructors being its greatest asset. However, low enrollment has caused many classes to be cancelled, making student scheduling difficult and often causing them to look elsewhere for classes. Student reviews and evaluation of the program have been consistently excellent for the past two years.

Students also expressed the need for accurate information and knowledgeable advising. Course information needs to be written in a format that correlates to the state requirements. The OTE curriculum handouts were for many years not very clear and focused on the Certificate of Achievement and the A.A.S degree. In 1999, these curriculum handouts were rewritten to better identify the coursework needed to achieve the two levels of state certification needed by most OTE students (See Exhibit - Course Descriptions and 2000 Schedule).

Future Directions (OTE)

To better serve students, in 2000-2001, the college will modularize its course offerings into Certificates of Completion, which correlate with the state certification requirements. As students complete Certificates of Completion or "modules," they will be eligible for the various state certification. With additional courses, the Certificate of Achievement can be followed by the A.A.S degree. This will make the program more user-friendly for students. The department will also examine the potential for renaming the program and possibly focusing on "training" in order to expand its potential client markets.

As part of the Strategic Plan, the program will expand its marketing to high school teachers. In addition, it will continue marketing OTE classes as part of contract training, offering on-site classes for individual groups needing "train-the-trainer" instruction. With even a slight increase in marketing, enrollment is expected to increase.

In 2000-2001, the program will also explore developing on-line offerings to provide students with additional learning options.

SUPERVISION AND MANAGEMENT PROGRAM (SMG)

The Supervision and Management (SMG) program is designed to give employed workers the opportunity to gain the skills needed to be successful in management. Most of the students enrolled in the program are employed full-time with opportunities for advancement if they can demonstrate supervisory skills. The curriculum covers the areas of human resources, marketing, budgets and finance, and leadership skills. This program is also very popular for contract training where businesses need to develop specific skills in their employees; therefore the SMG program is a good “front” to package coursework for industry.

Analysis and Appraisal (SMG)

The SMG Program is one of the few community college programs in the Seattle area that offers training designed to help currently employed individuals advance in their careers. This program is currently marketed through word-of-mouth and the college quarterly class schedule. Enrollment has been declining and very few Certificates of Achievement or Associate of Applied Science (A.A.S.) degrees have been granted. Potential students currently in the workforce do not realize such a certificate is available to help them gain valuable business, supervision and management skills.

In the 2000-2001 Strategic Plan, Continuing Education Programs will be requesting a name change to the program, revising course descriptions to respond to business and industry needs, offering mini-certificate programs in specialty areas, and expanding marketing of the program. Identifying potential markets is currently underway within the department along with developing marketing materials beyond the quarterly class schedule. Though integration of the SMG classes into other programs does exist, Continuing Education’s strategic goal is to reach outside to new audiences and target markets in order to attract new students to the program. (see Exhibit s – Curriculum sheets).

Future Directions (SMG)

The college has hired a Dean for Continuing Education and Economic Development, whose primary responsibility is to strengthen contract training at the college. SMG will become a centerpiece of the contract training program. A major marketing program for contract training will begin in 2000-2001. To provide more options to students and businesses, the curriculum will be broken into mini-certificates (modularized) in 2000-2001. This responds to requests from students for short-term classes in specific skill areas. “Fast tracking” classes will allow students to complete specialty areas thus provide incremental achievement steps. Programs elements include personnel administration, marketing, project management, and human resources. These certificates will lead to a Certificate of Achievement and/or an A.A.S degree.

Part of the curriculum enhancement will include the addition of online courses and nontraditional classes, such as all-day seminar formats and “mini” courses or modules that will be shorter than a full quarter to fulfill the specific needs of our target market. These courses will give precise information on current issues in the business and management world. They may be taken individually or as part of a series. This curriculum will also integrate the SMG program with the other business related certificates and A.A.S degrees currently offered on campus, creating a tailored portfolio of business certificates and A.A.S degrees, all sharing core courses for a basic business certificate, then giving students the opportunity to branch off into either a General Business, Supervision and Management, Marketing, or Accounting emphasis.

Once the curriculum and certificates have been established, a marketing plan will be written and undertaken to include new written marketing materials, direct mail and promotions.

RETAIL CLUSTER

The Retail Cluster includes the Cosmetology, Culinary Arts, Floristry, and Landscape/ Horticulture programs. All of these programs have a retail outlet component as part of the instructional process. The retail outlets provide an industry-like setting for the respective industries and a hands-on instructional exercise for students. Customers of the retail outlets provide an evaluative function for students and faculty, through their patronage. There is immediate feedback as to satisfactory or unsatisfactory product and services provided to the customer. The cluster's programs provide high visibility and value for community visitors to the college.

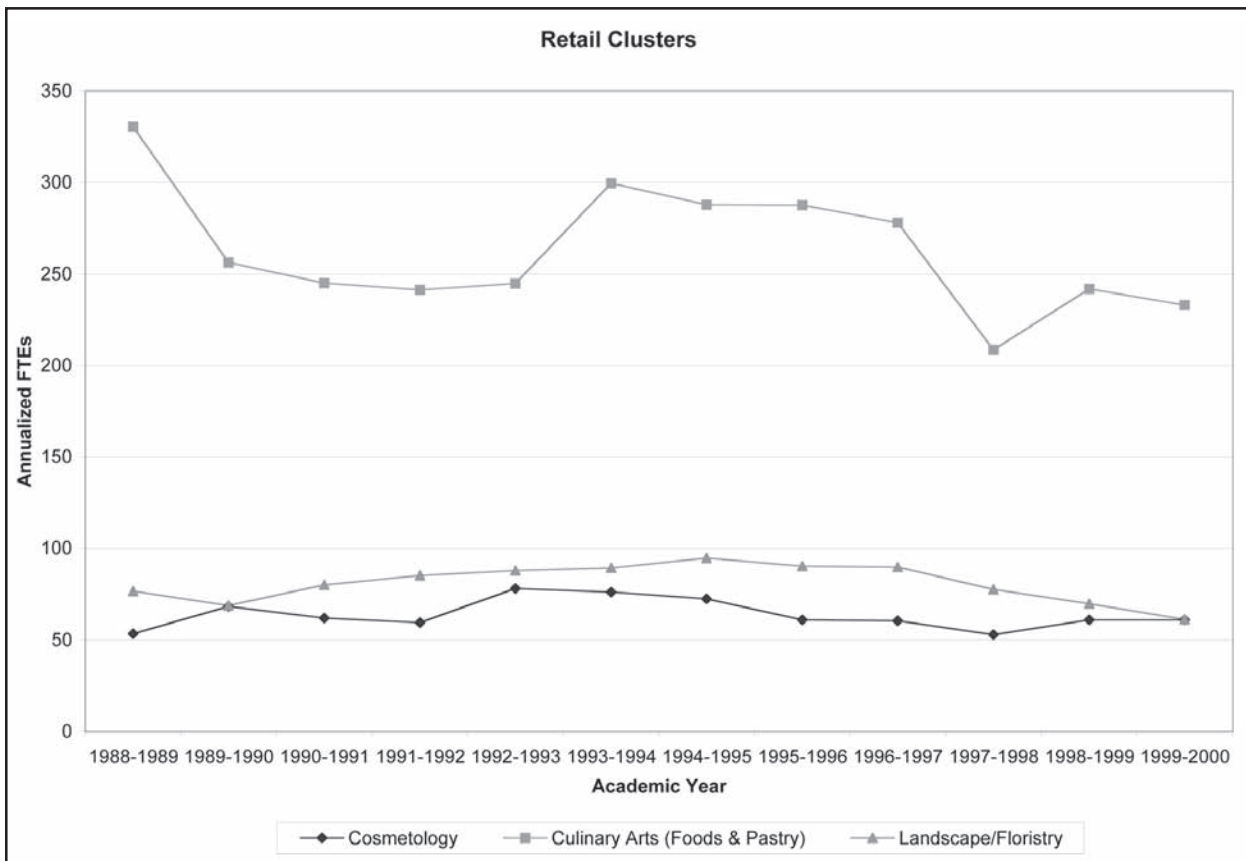
As the Figure II.10 below illustrates, enrollment in Cosmetology and Landscape/Horticulture has been stable over the past decade. Foods, on the other hand, has experienced several peaks and valleys.

COSMETOLOGY

South Seattle Community College's Cosmetology Program prepares students to become licensed State of Washington cosmetologists as well as to earn a certificate or Associate of Applied Science (A.A.S.) degree in Cosmetology. Graduates are prepared to take the Washington State Board of Licensing cosmetology examination following five quarters of instruction. A 115-credit certificate of completion may be earned in six quarters, while the 148-credit A.A.S. degree may be completed in two years. The Washington State Department of Licensing regulates the program.

Students learn in an excellent, well-equipped, laboratory setting, in which the combination of lecture/ lab offers an excellent opportunity to apply newfound knowledge and skills. The program of-

Figure II.10
Enrollment Trends
Retail Cluster



fers hands-on training in manicuring, artificial nails, multi-ethnic hair and skin care, and hair cutting, coloring, permanent waving, and relaxing. It also includes professional ethics, public and personal health and hygiene, laboratory work, industry-based chemistry, safe storage and handling of chemicals, receptionist and dispensary duties, and client communications skills.

Over the last ten years, enrollment has varied, ranging from a high of 78 FTEs in 1993-1994 to a current level of 40 plus in 1999-2000.

Analysis and Appraisal (Cosmetology)

The Washington Department of Licenses (WDL) closely regulates the Cosmetology Program. Faculty and staff have done an excellent job responding to the WDL annual site visit to insure that the program complies with all regulatory requirements for cosmetology instruction—that the facilities are safe and sanitary and that personnel meet required standards. In the most recent review, the program received an “A” rating, the highest possible. The only inspection recommendation was to continue maintaining the program’s high standards.

As listed in the program outcomes, one of the most important measures of the program’s effectiveness is the pass rate on the State exam. Cosmetology students have consistently had a pass rate in excess of 90 percent, demonstrating the effectiveness of the program in preparing students for the exam. A study of student evaluations and other research data indicated that, while students are very motivated during the first few quarters and appreciate the diversity of students and clients, motivation wanes by the mid-program point. Mid-program reviews, feedback from industry contacts, and input from the Technical Advisory Committee (TAC) have indicated a need for additional hair cutting practice and a larger client base. Faculty and staff have responded by offering specials to clients on services and have done numerous special solicitation mailings to increase the program’s client base. Improvement has been noted and students have had additional opportunities to do “live” work. There has also been enhanced cutting practice through use

of a third mannequin.

While enrollment has decreased slightly during the past two years, the program is faced with a dramatic challenge of a strong economy, an increased number of higher paying employment opportunities in other industries, and relatively low starting salaries within the Cosmetology industry. Faculty and staff have conducted special mailings, Saturday open house activities, and college exploration sessions for high schools in order to improve enrollment.

Cosmetology faculty have utilized a process of continuous assessment to insure that students are making progress toward their goals. The program utilizes the SLEP (Secondary Level English Proficiency) and ASSET (Assessment Skills for Successful Entry and Transfer) tests for initial assessment. During the second through the fifth quarters, students receive written and practical evaluations on a weekly basis. Faculty can then re-enforce certain training aspects if a need is indicated. Near the end of the program, students complete a 300 question written test, designed to prepare them for the State exam. This test, which is very similar to the State exam, has proven effective as a post assessment tool. (Policy 2.2.b&c, 2.B.2)

Future Directions (Cosmetology)

As part of the college’s Strategic Planning process and in response to data provided through program reviews, student evaluations, and TAC recommendations, the program set goals in 1999 focused on increasing enrollment, refining pre-, mid-, and post-assessment and attracting a larger client base to enhance the learning experience. In addition, the faculty committed to increasing their own professional education and training in order to maintain the high quality and relevance of instruction. The faculty have attended numerous workshops and seminars for Cosmetology professionals. The goals and strategies, as listed in the Strategic Plan, are related directly to the college mission and seven college-wide goals.

CULINARY ARTS PROGRAM

There are two major programs offered within the department. They are Foods and Pastry and Specialty Baking; each is discussed separately below. Both programs have a national reputation and at-

tract nonresident students because of that reputation. Both programs have additional industry accreditation from the American Culinary Federation Educational Institute Accrediting Commission (ACF). The U.S. Department of Education recognizes ACF as setting standards for culinary education. There are approximately 650 culinary training programs, public and private, in the nation. South Seattle was first in the state of Washington to achieve ACF accreditation for its instructional program and is currently one of 90 in the nation with this accreditation.

Both programs provide food services to support various community relations activities for the college and the district. This has proven to be a valuable activity and has enhanced the capability to meet strategic campus goals.

A facility renovation request has been submitted through the State system to obtain funding for improvements. In addition, the SSCC Foundation has undertaken a capital campaign to raise \$1.2 million for the Culinary Arts building renovations.

FOODS

The Foods Program is five quarters in length for a certificate, with an Associate of Applied Science (A.A.S.) degree available with the successful completion of the certificate requirements and an additional 15 credits of related instruction (Policy 2.1). There are two certificates available depending on the educational goal of the student. The curriculum has a module design with two-week stations and five quarterly theory classes. General Education courses are structured within the program and include English, psychology and math classes specifically for Culinary Arts students. The majority of the curriculum contains food production or cooking techniques but also contains major segments of training in front-of-the-house service skills and operational food management training. Structured classes also include training in commercial restaurant nutrition and safety and sanitation.

Unique to the program is the intent to replicate an industry-like situation for students. As a result, culinary students, under the guidance of faculty and

staff, operate a multiple outlet food operation and provide the majority of food service to the campus population and visitors. These outlets include a food court area with a full-meal cafeteria line; a grill or short order area; a self-service salad bar; a deli; and two waited-service dining rooms. This places realistic and genuine pressure upon students and prepares them for the activity level in the industry. These areas provide laboratory space that reflects practices and equipment found in use in the hospitality industry.

As can be seen Figure II.10 above, enrollment has softened the last several years due to a shrinking industry labor pool and subsequent elevation of wages and benefits. Current FTE generation averages 120 to 160.

Analysis and Appraisal (Foods)

Analysis of student evaluations, Occupational Program Reviews, Technical Advisory Committee (TAC) feedback, and other research data indicated a need for shortening the program and offering immediate “hands-on” learning experiences for new students. As a result, the program was reduced by one quarter in length and provision for immersion in food production at the start of the program was provided.

Assessment is conducted in several ways within the program. The ASSET (Assessment Skills for Successful Entry and Transfer), SLEP (Secondary Level English Proficiency), COMPASS (Computerized Placement and Assessment Support System) entrance evaluation instruments inform faculty of the competency levels of prospective students entering the program and their projected ability to address the curriculum content level. The modular design of the curriculum provides constant “mid” assessment devices to assess progress toward program outcomes. There are written exams in every two-week module course and specific guidelines in the grading procedure for both faculty and students to evaluate if appropriate progress is being accomplished. Progression to a second or third level module is not permitted without successful accomplishment of the initial module (i.e., a student cannot progress to Sauce 2, unless Sauce 1 has been successfully completed). (Policy 2.2.b&c, 2.B.2)

There is also a stringent attendance procedure in place. Modules are two-weeks, or ten instructional days, in length, an absence of three days requires an automatic repeat of that module since 30 percent of the material presented would have been missed. This contributes to valid assessment as students progress through the program. As students enter the final third of the program, they are designated as advanced students and assigned to student lead positions. As student leaders, they are assigned subordinates, beginning and intermediate students, and an area of production, service, or management responsibility. Their subordinates in a formal, written process evaluate student leaders. This assessment tool allows for reinforcement by faculty of supervisory skills and techniques as appropriate to the individual student.

Future Directions (Foods)

Research data, industry feedback, and direction from the TAC indicated the need for shorter training options and professional development classes for industry members. Current classes such as nutrition and industry safety and sanitation are open to enrollment by industry members. Specialty classes in ice carving, culinary competition techniques, and Garde Manger work are also available to industry professionals. An eight-week Banquet Server short course was delivered the summer of 2000 to provide employment skills within a shorter time frame. Additional courses that will meet industry needs are in development.

PASTRY AND SPECIALTY BAKING PROGRAM (PASTRY)

The Pastry and Specialty Baking Program (Pastry) is 6 quarters in length for a certificate, with an Associate of Applied Science degree available after an additional 15 credits of related instruction (Policy 2.1). The curriculum design is exclusively modular, with two-week stations accomplished in a building block approach. Students are constantly building upon previously gained skills and instructional responsibilities become more complex as they progress through the program. General Education courses are structured within the program, including math, English and psychology. Additional classes in nutrition, safety, and sanitation are also

included in the program.

The program has two production laboratories, an introductory and an advanced lab. There is a pastry retail outlet where products produced by students can be purchased. Students in the Pastry Program provide desserts and meal accompaniment products to the retail outlets operated by the Culinary Arts students. They also produce hundreds of different items for the retail Pastry Shop. In addition, students work with customers regarding special custom orders such as wedding and theme decorated cakes. Lab areas reflect equipment and practices used within the industry. There is heavy emphasis on building speed skills while maintaining quality levels, as this is reflective of industry needs.

As can be seen by Figure II.10 above, enrollment has been steady the last few years and has averaged approximately 60 annualized FTEs. It is one of the few programs in the nation that allows for immediate focus on pastry production from the start of the educational process. As a result, the program has attracted a higher share of nonresident students moving to this area to enroll in the program.

Analysis and Appraisal (Pastry)

Similar to the Foods program, a review of various sources of data and feedback indicated a need to shorten the program and provide immediate “hands-on” learning experiences. The program was reduced by one quarter in length and immediate exposure to pastry production was provided.

Again similar to the Foods program, pre-assessment is accomplished through the evaluation of ASSET (Assessment Skills for Successful Entry and Transfer), SLEP (Secondary Level English Proficiency), and COMPASS (Computerized Placement and Assessment Support System) results. Mid-assessment is constant by means of the modular design of the curriculum. A special post-assessment is accomplished by the use of a final “performance exam.” Students at the end of the program are given an extensive list of pastry and confection items they must produce independently in a two-day period. The item list always includes a wedding cake, a display item of their own creation, and representative items they have been trained to produce. The performance exam is evaluated and

graded by the Pastry faculty. There are occasions where students do not successfully pass this final exam and are required to repeat the process. (Policy 2.2.b&c, 2.B.2)

Peer teaching is incorporated into the program and advanced students are designated as “Student Leads,” with an area of production responsibility assigned to them. They are graded and evaluated on how effectively they direct the work of others. This assists in conveying supervisory techniques to the students.

Future Directions (Pastry)

Information research indicates the need for professional-level as well as entry-level short courses. Basic one-quarter training has been offered to agencies such as the Center for Career Alternatives. Several of these have been offered in the past and employment placement was in the 90 percent and up range. (Policy 2.3) Some professional classes, such as pulled sugar work classes for industry professionals, have been offered in the past. Planning for future offerings of this type is being accomplished, and the offerings will be elaborated on.

Research also indicated a need for additional training in cost controls and profit generation for Pastry and Specialty Baking students. This has been addressed by incorporating these students into the management theory classes germane to those areas.

FLORISTRY

The Floristry training program offers a 1-year certificate program. Upon completion, students may elect to continue training in horticulture or business to obtain an Associate of Applied Science degree.

The program has 1 full-time instructor and 1 full-time instructional technician. The program operates a retail flower shop featuring fresh floral arrangements, dried and silk arrangements, and a variety of gift items created by students. The retail outlet has proven to be very popular with the campus population and visitors to the college. The program also supplies floral support services for the public relations efforts of the college and the district.

Instructional lab facilities and the retail shop are representative of industry standards. They are well-equipped and of an adequate size. The location on campus is central and part of an educational/retail mini-mall created by the college.

As illustrated in Figure II.10 above, enrollment in this program has been low, ranging from 10 to 20 annualized FTEs. Many of the program’s students take individual classes as an avocation rather than preparing to work in the industry. The hands-on training in floral design and customer service lends itself to self-employment opportunities.

Analysis and Appraisal (Floristry)

Review of data indicates the trend within the floral industry is the disappearance of the small, independent florist shops. Larger companies, such as grocery store chains and large floral businesses continue to expand. The emphasis on convenience and timesaving in our society will contribute to that expansion. There is a recognized need for shorter course offerings and close collaboration with companies that hire graduates.

Improved marketing efforts were identified as a priority to maintaining the visibility of the program. The Technical Advisory Committee and college marketing staff met in summer 2000 to develop a five-year marketing plan. A web site is currently under development and is expected to be in place fall quarter 2000.

Industry feedback indicates that all Floristry students should be required to accomplish an internship as part of the program. This opportunity for observing and functioning in a true industry situation will better inform students of options within the floral industry.

Future Directions (Floristry)

As noted in the Strategic Plan, curriculum for the program is being modified to allow new student entry at the beginning of each quarter. This will improve the retention rate and provide easier access to the program. Internships will become a structured aspect of the program and formally ar-

ranged with industry locations. Additional short courses for industry professionals will be developed in 2000-2001. Development of on-line courses is another area that will be explored in 2000-2001 as a strategy to increase enrollment and program access.

LANDSCAPE/HORTICULTURE (LHO)

The Landscape/Horticulture (LHO) Program offers a one-year certificate program and an Associate of Applied Science degree as a second year of specialized study in landscape maintenance, design, and construction or urban forestry.

The LHO program is designed to provide students with technical and immediate job skills. Instruction consists of theory and hands-on training in greenhouse and retail garden center operations, design, construction, maintenance, customer service, and plant identification and use. The campus grounds and facilities, including the college's greenhouse, lath house, arboretum, and retail garden center, provide practical training sites and opportunities for students throughout the training. Currently the program runs fall through spring to accommodate students who are working within the industry. Students can enter the program at any time during the year, although some of the sequential courses are offered only once a year.

The program has two full-time faculty and up to seven part-time instructors, a part-time Garden Center Manager, and two part-time Garden Center staff. Facilities include a three-year old Landscape-Horticulture complex with three classrooms, faculty offices, a garden center with lath house, and a state-of-the-art greenhouse. Some continued use of an older greenhouse is also incorporated into the training. (2.A.1)

Program graduates find employment in retail and wholesale nurseries, greenhouses, with growers, maintenance companies, design firms, golf courses, parks, as well as local, state and federal agencies. Many graduates have advanced to supervisory positions, while others have successfully started their own companies.

Analysis and Appraisal (LHO)

Research data indicates that enrollment in the program remains steady. Also indicated is a shortage of trained, new employees for the industry. The strong and robust economy has impacted many service industries through a diminishing of the available labor pool.

There is an evidenced need for shorter, subject specific courses for the industry professional. Some short courses have been offered, but offerings need to be expanded. Faculty are developing areas where short-term training would be most appropriate.

Future Directions (LHO)

Curriculum revisions to shorten the length of the program are planned for implementation in 2000-2001. Some of the individual classes will be consolidated to provide a broader base of industry techniques and practices. Revision to the second year offerings will be developed during 2000-2001. The intent is to shorten and streamline the program and provide employable job skills in less time.

A recognized need is to strengthen the membership of the Technical Advisory Committee. By enlarging membership and insuring that all facets of the industry are represented, a cohesive sequence of training for students can be developed and implemented.

An informal collaboration with other post-secondary institutions offering Landscape/Horticulture instructional programs has been formed. This group addresses common concerns and shares effective remedies for those concerns. This has been enlightening and informative for all parties concerned.

TRANSPORTATION CLUSTER

The Transportation Cluster offers a wide spectrum of certificate- and degree-level programs and occupational extension courses designed to prepare students for competitive entry-level employment in motor vehicle-related occupations and to provide skills upgrades in the following areas:

- Automotive Technology (Auto)
- Automotive Collision Repair (Collision)
- Diesel and Heavy Equipment Technology (Diesel)
- Commercial Driver Training (CDT)

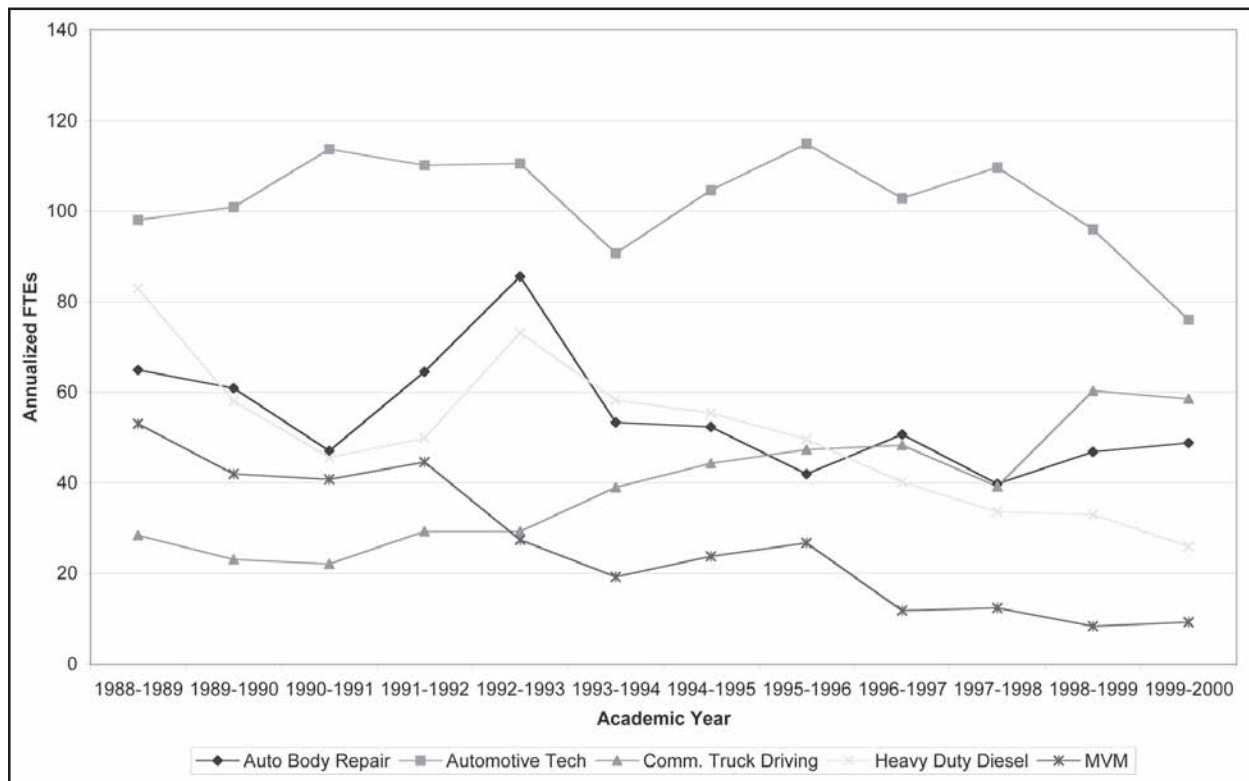
Facilities: the college's facilities are unlike any others in the region. Certification teams, visiting industry representatives, and visiting faculty from competitor colleges all comment on the exceptional quality of the facilities. When this college built the facilities, it had the foresight to make it equal to dealerships in the region. In the process of revamping and revising the programs to meet industry

needs, the facilities have received renewed attention. They have been cleaned up and repainted and outdated equipment, materials, and supplies have been removed. In response to a request from industry, the Automotive Collision Repair facilities have been arranged like a live shop in the real world, this was accomplished within one quarter.

Program Assessments: Automotive Technology and Automotive Collision Repair are piloting the new Diploma Technology competency tracking software in 2000-2001. This will be used as an internal program assessment tool to measure student progress toward program outcomes. (Policy 2.2.b&c, 2.B.2)

Enrollment: As can be seen by Figure II.11, all programs in this cluster have experienced enrollment declines since 1990. The Diesel and Heavy Equipment Technology (Diesel) and Automotive Technology Programs have experienced the greatest declines.

Figure II.11
Enrollment Trends
Transportation Cluster



enrollment is stabilizing.

Analysis and Appraisal (Transportation)

The college is in the process of restructuring all of the transportation programs in response to the 1997 Occupational Program Reviews recommendations (see Occupational Program Reviews), recommendations of Technical Advisory Committees, and faculty and student suggestions. This program restructure is not taken lightly, nor is it a simple task. As part of the restructure, national accreditation is being actively sought for all programs except Commercial Driver Training. With the Commercial Driver Training Program the unit in the newly formed Professional Truck Driver Institute of America (PTDIA). The college has already obtained National Accreditation for the Automotive Technology and Automotive Collision Repair Programs through National Automotive Technicians Education Foundation (NATEF). The Diesel Program is working towards the goal of NATEF accreditation.

In order to improve the quality of instruction, automotive programs are continuously being improved.

Each program is being restructured to include shorter industry-based certificates. In 2000-2001, Automotive Collision Repair will offer four Automotive Service Excellence (ASE) based certificates that lead up to a degree or may be taken individually. Automotive Technology will offer eight industry-based ASE based certificates. These will also apply toward the degree. Diesel will follow this format.

The program is responding to these recommendations and has made substantial progress in implementing strategies to respond. Several of the strategies are listed in the Strategic Plan.

The strong economy has resulted in more individuals going directly into employment without formal training. Table II.12 below compares aspects of South Seattle Community College's Transportation programs with other colleges in the area (see Exhibits - Comparison with area colleges). As can be seen, South was not competitive in three critical areas: number of quarters required for completion, number of credits required, and cost for a certificate or degree.

Table II.12
TRANSPORTATION
Comparison with Other Area Colleges

INSTITUTION	DEGREE				CERTIFICATE			
	Cost	Number of Qtrs	Total Credits	Number of Academic Credits	Cost	Number of Qtrs	Total Credits	Number of Programs/Certificates
Bates	3,000	8	135	19	2,238	3	79	3
Clover Park	3,968	7	117	15	1,132	5	26	2
Green River CC	3,168	6	107	31	1,056	2	15	2
Lake Washington	3,224	6	115	20	2,513	5	89	3
Olympic College	3,090	6	103	18	2,575	5	89	3
Renton TC	4,305	7	150	20	4,305	7	130	3
Skagit Valley	3,168	6	109	20	3,168	6	109	2
South Puget Sound CC	3,372	6	115	12	n/a	n/a	n/a	n/a
South Seattle CC	4,939	9	153	30	3,782	7	135	1 & 1
Averages	3,911	7	123	21	2,596	5	84	3

In response, the faculty have reduced the number of required credits for the two-year certificate program from 135 to 107 credits and the two-year degree from 153 to 125 credits.

Findings from research conducted on Transportation Trades programs:

- Demand/Salaries - Projections within the state of Washington indicate that diesel entry level position start at \$12 - 14.30 per hour and increase rapidly. Journeyman level averages \$22.00/hour plus benefits. Students average \$12.00 per hour.
- Repackaging -To remain competitive and current, the college needs to restructure its current programs to meet the new industry requirements; e.g., including Lift Truck certification, and to incorporate all of the new NATEF standards. When the new programs are in place, a major effort will be undertaken to market the availability of the program to the general public and specifically to the industry.
- Program Length – Other community colleges or technical colleges in the area offer similar programs for as few as 103 credits. South’s program is 149 and 167 credit hours.
- Diversity – The Diesel program has successfully attracted a diverse population (race, nationality, gender, and age) which reflects the demographics area of the college’s service area.
- Equipment/Facilities - The program is well equipped in a modern facility.
- Local Business Involvement – Local shops contact the instructors for employment needs and are active in assisting the college to improve the programs as well as serve as Internship sites.

Future Directions (Transportation)

Transportation programs have made major curriculum changes in order to remain effective and competitive. The following actions have been taken within the Transportation program:

- Reducing the length of both the certificate and degree
- Reducing the number of credits required for both the certificate and degree
- Developing shorter, industry-specific certificates
- Continuing the process of receiving national accreditation for all programs
- Implementing the Diploma Technology’s compe-

tency-tracking system

In addition, the Transportation programs will continue to develop relationships with industry through viable and active Technical Advisory Committees. Programs will focus on developing pre-, mid-, and post-assessment (Policy 2.2.b&c, 2.B.2) in order to determine student achievement of published program outcomes through the Diploma Technology system. The triennial external Occupational Program Reviews will continue to be an important piece of the assessment and revision process. The programs will continue to seek input from and be responsive to input from all constituencies in order to assess the impact of the above changes and to identify further adjustments that may be required.

AUTOMOTIVE COLLISION REPAIR (COLLISION)

The South Seattle Community College Automotive Collision Repair (Collision) Program offers state-of-the-art equipment and laboratories to enable students to learn the modern principles of unibody design and automotive refinishing.

Collision technicians go to work for collision repair shops, insurance companies, automotive dealerships, refinish supply companies, collision equipment companies, rental fleet companies, automotive detail shops, truck collision repair shops and into business for themselves.

Courses are organized in sections so that those who wish to study in one particular area may do so. Classes are taken by students seeking certification and also by those who are already employed in the field and want to upgrade their skills. The program’s advisory committee made up of industry professionals, responds to current industry trends by updating competency-based curriculum.

Students develop skills in unibody collision repair; high technology finishes, touch-up and detailing through classroom discussions and applied lab and shop practices. The program focuses on modern technologies such as unibody structural repair, as well as two and three stage finish repair. The certificate program can be completed in 7 quarters.

Analysis and Appraisal (Collision)

The automotive collision industry is experiencing growth characterized by consolidations and mergers. Small shops are decreasing or disappearing.

As a strategy to improve program recognition and enrollment, in 1998 extensive effort was made by the department, instructors and support staff to obtain National Automotive Technicians Education Foundation (NATEF) certification. This was achieved and the college was officially notified in December of 1998 that it had passed in all 5 categories.

While increasing enrollment has been a goal for the past few years, it appears that strategies, including NATEF certification, the Independent Technicians Education Coalition (ITEC) partnership, program restructuring, and marketing efforts above are beginning to show.

Two major issues have affected the Collision Program.

1. The computer continues to have an impact the industry. From damage analysis to completion of service and finally documentation, technicians must be able to competently use the computer.
2. Recent and changing environmental standards and requirements necessitate constant upgrading of both instructors and equipment.

Future Directions (Collision)

In response to NATEF recommendations, Technical Advisory Committee (TAC) input, and other research, the program has committed to the following strategies:

- Install the computer network by spring 2000.
- Continue to develop and build the TAC.
- Upgrade Automotive Collision shop image through renovations.
- Continue implementing the ITEC standards into the program.

The majority of these goals have been achieved, improving opportunities and instruction for students.

AUTOMOTIVE TECHNOLOGY (AUTO)

The Automotive Technology (Auto) Program, as designed, is a certificate (seven quarters) and/or degree (nine quarters) program including at least one quarter of worksite training. The program consists of theory and a variety of mechanical skills classes based upon performance and hands-on training. Students attend class from 7:00 a.m. to noon, Monday through Friday, at the main campus. The completion of the certificate or degree qualifies each student for entry-level employment in the automotive repair industry.

Upon successful completion of the program, students may elect to take the Automotive Service Excellence (ASE) test. That test, combined with documentation of two-years' work experience within the automotive field, makes them eligible for ASE certification, an achievement which moves them forward in their career.

Analysis and Appraisal (Auto)

The faculty used several sources of data to review and analyze the current program. These sources were:

- Vocational Follow-up Survey results for 1994-1995, 1995-1996, 1996-1997, 1998-1999
- Washington State Occupational Outlook for 1998-2000
- Technical Advisory Committee recommendations for 1997, 1998, and 1999
- Occupational Program Review recommendations
- Student mid- and post-program surveys

Findings revealed:

- Demand/Salaries - projections within the State of Washington indicate that the automotive entry-level positions start at \$8 to \$12 per hour and increase rapidly; journeyman level averages \$22 per hour plus benefits.
- Program Length - other community colleges or technical colleges in the area offer similar programs ranging from 107 to 150 credits; south's programs are 149 to 167 credit hours in length (see Table II.7 above)
- Diversity - the Automotive Technology Program has successfully attracted a diverse population (race, nationality, gender, age), which reflects the

- geographical area of the college
- Equipment/Facilities - the program is well-equipped in a modern facility
- Local Business Involvement - local shops contact the instructors for employment needs and are active in assisting the college in making improvements to the program
- Marketing - the college must make a major effort to market the availability of the program to the general public and specifically to the industry

The economic conditions in our area contribute to this decline; however, some surrounding competitor colleges have waiting lists. The Table II.7 compares aspects of South Seattle Community college's automotive technology programs with other colleges in the area. As can be seen, South is "out of line" in three critical areas: a) number of quarters required for completion, b) number of credits required, and c) cost for a certificate or degree. In addition, the number of academic credits is on the high side. The TAC has had input into what the general education skills should be; they have even requested that academic standards increase.

Future Directions (Auto)

Based on the data and recommendations from the above sources, the faculty and Associate Dean established the following goals and strategies for the year 2001:

- Increase enrollment to 80 by fall of 2001 through a Marketing Plan to disseminate information regarding the "new" program including the creation and distribution of a new brochure and regular high school visits.
- Reduce the number of credits/quarters needed to complete the program.

DIESEL AND HEAVY EQUIPMENT TECHNOLOGY (DIESEL)

The Diesel and Heavy Duty Equipment Technology Program (Diesel) is a nine-quarter degree-training program and a seven-quarter certificate program, which includes options for work site training. The program consists of theory and a variety of mechanical skills classes based on performance and hands-on training. The completion of the certificate or degree qualifies each student for entry-level employment in the diesel and heavy

equipment field. Presently classes are taken by students seeking certification and those employed in the field and who want to upgrade their skills.

The diesel and heavy equipment industry (like the automotive collision and automotive industry) is experiencing tremendous changes and growth characterized by high demand for qualified technicians and enhanced training for the technicians. One example of this is the strength of the college's Diesel Technical Advisory Committee (TAC), which has been very involved in planning program/curriculum changes.

Analysis and Appraisal (Diesel)

In response to TAC and Occupational Program Review (OPR) recommendations to obtain national accreditation (see Exhibits – Occupational Program Reviews and Technical Advisory Committee Meeting Minutes), the college is working toward National Automotive Technicians Education Foundation (NATEF) certification. Presently extensive efforts are being made by the department, instructors, and support staff to work toward NATEF certification. One example is the "draft" of what the program restructure will look like (see Exhibits). This draft included numerous courses industry requested such as Commercial Driver Training, first aid, and forklift training and was presented to the TAC in May 2000. In order to accomplish the draft program restructure, the college proposed reducing the number of courses required. The reduction in courses was done according to industry recommendations. The total program credits were reduced by 20 credits, thus shortening the lengths of both the degree and the certificate programs. In addition, short-term certificate options are under development as part of the program restructure. The draft will be refined this year with a goal of implementation in 2001-2002.

To date enrollment for the program remains low. However, the program changes are begin implemented, renewed partnership with industry, and a solid marketing plan will give direction to the program, which will increase enrollment.

As with automotive, the computer has and continues to impact the diesel and heavy equipment industry, from service repair information to actual

service work and customer service. Therefore, the TAC made a strong recommendation to the department to make computers and computer technology available to students within the department (see Exhibits). From one industry partner (Cummins Northwest), the college received a fully functional computer controlled heavy-duty diesel engine. This computerized equipment provides the ability to increase the training on a computerized system/engine. A computer-controlled tractor was also added to the Commercial Driver Training fleet. This also enhances the training of computerized equipment in this program. There is now an adequate supply of computerized equipment for training within the Diesel area. In addition, six forklifts have been added to further enhance training. There is a full assignment bay capable of doing cab and trailer alignments.

Future Directions (Diesel)

Based on available data, recommendations from the above sources, the faculty, with the Associate Dean, established the following goals and strategies for the year 2001.

- Restructure the current program incorporating:
 - new NATEF standards and competencies
 - a formal internship process,
 - reduction of certificate credits and degree credits.
 - incorporate options of Commercial Driver's License, Lift Truck Safety Certification, and Labor & Industries First Aid Certification.
- Increase enrollment to 50 by fall of 2000 through establishing a marketing plan to disseminate information regarding the "new" program, including the creation and distribution of a new brochure and regular high school visits.

COMMERCIAL DRIVER TRAINING (CDT)

The Commercial Driver Training (CDT) Program, responding to a strong demand for commercial truck drivers, is operating at capacity. The curriculum offers an excellent combination of in-class lecture and on-the-road experience. The program is costly, it offers training that is needed in the Puget Sound area, as evidenced by enrollment statistics. The program has one full-time and eight part-time instructors. The college improves, maintains, and upgrades the equipment on a regular basis. In 1999-

2000, the college purchased an additional tractor, trailer, and shipping container for the fleet, which now totals 13 trailers and containers and 12 tractors. As part of the department's goals to improve instruction, the faculty has instituted a preventive maintenance program for the fleet to reduce down time and breakdowns.

Analysis and Appraisal (CDT)

Research from employers and current and former students has revealed the following:

- Enrollment in 1999 grew 50 percent over three quarters due to the funding for additional short-term training programs.
- Demand for commercial drivers is rising (Statistics 1996-2006). By category:
 - Local drivers- employment rose 19 percent
 - Route sales drivers – 12 percent
 - Long haul drivers – 13 percent
- Feedback from students indicates a desire for more driving time.
- A need for planned and consistent maintenance for the truck fleet. As noted above, this has been accomplished through a contract with a company to maintain the trucks and trailers.
- In response to a need for more equipment, three new trailers were purchased in 1999 and an additional used tractor will be purchased in 2000-2001.
- Based on goals addressed in the Strategic Plan, short-term training has become an integral part of the program and is expanding.
- The Technical Advisory Committee (TAC) is strengthening its membership.
- Membership and certification in the newly formed Professional Truck Driver Institute of America (PTDIA), which has established minimum training standards for entry level drivers, is becoming a necessity for student placement.

Future Directions (CDT)

- Continue to build the TAC - 2000-2001
- Work with Public Information Office to produce new brochures for the program - 1999-2000
- Continue to focus on alternate instructional methods including video, on-line courses - 2000-2001
- Develop a closer relationship with industry and develop internship opportunities - 2000

- Consider certification from PTDA in 2001.

APPRENTICESHIPS

The college provides related training to apprenticeship programs that are sponsored by trade unions, individual companies, open shop contractors, and government agencies that are registered with the State of Washington. Most of these programs are sponsored and managed by Joint Apprenticeship and Training Committees (JATCs), which are composed of equal representation from management and labor. Each JATC has a training coordinator that facilitates the training program. All programs are governed by a set of standards approved by the Washington State Apprentice Training Council (WSATC). The Washington State Department of Labor and Industries (L&I) administers the WSATC. The WSATC maintains a Mission, Vision, and Values statement.

Apprenticeship training is a combination of on-the-job training and experience coupled with off-hour related training. A journeyman conducts the on-the-job training and the ratio of journeymen to apprentices may not exceed one to one. The off-hour related training is provided by the college and consists of a combination of classroom and laboratory training. Programs are between two and five years in length and require a minimum of 144 hours a year of related training. The average number of related training hours is around 175 a year.

South Seattle Community College provides related training for the following Apprenticeships:

- Boeing Machinists
- Carpet, Linoleum, and Resilient Tile Layers
- Cement Masons
- Construction Line Workers and Power Line Clearance and Tree Trimmers
- Cosmetology
- Electricians
- Glaziers and Architectural Metal and Glass Workers
- Ironworkers
- Masonry Trades (Brick Layers and Tile Setters)
- Meat Cutters
- Painters and Allied Trades
- Seattle City Light Electrical Workers
- Sprinkler Fitters

Faculty members for each of the programs are recommended by the appropriate JATC. Minimum qualifications for vocational faculty are at least five years' education or experience in the field and possession of a valid first-aid/CPR card. All faculty are journey persons in the field in which they instruct. All are encouraged to enroll in Occupational Teacher Education courses.

A director, assistant director, two office support persons, and a part-time cashier administer the Duwamish Industrial and Apprenticeship Training Center (Duwamish). Maintenance and security personnel are assigned as needed. The site is open from 8:00 a.m. to 9:30 p.m. weekdays and 8:00 a.m. to 5:00 p.m. on Saturdays.

The facilities are generally adequate, although the parking is limited. At present, all classrooms and labs are utilized Monday through Thursday evenings. Any new programs will have to be scheduled for Friday evenings or be placed on the main campus.

Several of the programs, in particular the Painters and the Carpet layers, assist in the maintenance of the facility by painting classrooms and offices and installing new floor covering when needed. The Glaziers have repaired broken windows and the Bricklayers have constructed fences and small storage buildings. The Cement Finishers have installed sidewalks and repaired broken curbs. The Tile setters have tiled restrooms and classrooms. Contractors that support the Apprenticeship programs donate much of the material for these projects.

Budget and equipment support is adequate for the programs. The largest program (the International Brotherhood of Electrical Workers) has negotiated an equipment contract with the campus so that they are able to purchase needed specialized equipment. The site has recently purchased some major equipment including a Bobcat and forklift.

Analysis and Appraisal (Apprenticeships)

Assessment Data

The Apprenticeship programs have experienced steady growth over the past three years. This is due

in large part to the number of major construction projects taking place in the greater King County area. The following is the number of annualized FTEs for the past five years:

1994/1995	299
1995/1996	416
1996/1997	443
1997/1998	532
1998/1999	636
1999-2000	784

Because all students are employed as a part of apprenticeship, the placement rate may be considered 100 percent. The completion rate for apprentices is approximately 85 percent.

Student evaluations of the courses are conducted in all classes at least two times each year. Results are discussed with the instructors and the JATCs when appropriate.

The JATCs are composed of management and labor representatives that continuously review the training requirements to ensure that the apprentices receive training in the latest technology and methods.

Future Directions (Apprenticeships)

The Apprenticeship enrollment has grown considerably (78%) over the past three years. This is directly proportionate to the increased construction in the Seattle area. As long as there is a need for additional apprentice-related instruction, the college is committed to providing that instruction. There has been one new building constructed at Duwamish and several others renovated. There are plans to renovate at least one more of the portable buildings this summer to accommodate the increased enrollment, In addition, a new building has been approved by the SBCTC, and will be constructed in 2001 if approved by the legislature.

HOME AND FAMILY LIFE

Home and Family Life offers Vocational Parent Education classes. These classes are offered in partnership with the Parent Cooperative Preschool program, which is supported by the students enrolled in the parent education program, and two grant-

supported programs: A.P.P.L.E. (A. Postive Parent Learning Experience.) and Holly Cooperative Preschool. These classes support the Mission by promoting student- and community-centered programs and providing life-long learning opportunities for members of the community. The classes also support the Student Learning Outcomes (SLO) by providing knowledge and skills in communication, human relations, critical thinking and problem solving, personal responsibility, and information literacy.

In 1999-2000, there were 25 sections of parent education with an average of 400 students/quarter. All but one of these classes continue through 3 quarters. They generated 90 FTEs/quarter for the college, an increase of 11 percent from the 1998-1999 school year. (See exhibit.) An additional 2 sections will be added in 2000-2001. Classes are taught by a dedicated, experienced, and innovative staff of 10 instructors who have developed alternative ways of presenting parent education to students with a variety of needs. The staff updates their knowledge and skills regularly through several in-service education classes.

Classes are offered for students whose children range in age from newly born to age 6. The following classes are required:

In addition to the South Seattle Community College tuition, which is set by the State Board for Community and Technical Colleges at 10 percent of the tuition (presently \$24.00/quarter), students pay a laboratory fee to cover the laboratory space, preschool teacher(s) to teach the lab school program for children, snacks and other incidentals, and for needed equipment and supplies. The instructor is present in the laboratory to instruct students in child development, to model ways of interacting successfully with young children, to provide ideas, and to interact with the students and the preschool teacher. Informal assessments are done of both child and student skills.

Also included are environmental and personal safety issues, diversity, community resources, and age-specific resources for young children such as kindergarten expectations. These lecture/discussion

groups are presented both to the individual preschool classes and as seminars to any student enrolled in a South Seattle Community College parent education class (see Exhibits). Both the lab sections and seminars are assessed with written student evaluations that include an opportunity for the student to make suggestions.

Analysis and Appraisal (Home and Family Life)

Two statewide events occurred in the early 1990s that affected the parent education program enrollment. One of these was the imposition of a statewide college tuition fee. Prior to the fall of 1992, tuition was waived for this program as the students were paying to maintain the lab, which was required for the parent education program. Students have always paid the lab fee (as described above). During the 1999-2000 school year, these lab fees ranged from \$30.00 to \$85.00/month. Because this amount was more than the college tuition, many parents felt that the additional tuition made the program too costly. The other event was the rise in liability insurance rates that caused the need for accountability for exceptionally high safety standards in order to obtain reasonably priced liability insurance. (See exhibit and responses to the 1995 Home and Family Life Questionnaire and Safety Handbook.)

As a result, Home and Family Life, with the Technical Advisory Committee (TAC), developed and funded a marketing plan for the program. (See exhibit.) The plan has had continuing success and the program is again building in the community. The TAC also strengthened the scholarship fund, which provides and funds to support for those students unable to afford the increased costs caused by the college tuition fee.

The program has a strong partnership with the Cooperative Preschools, the Holly Board that supports one of the two low-income programs and has a strong and supportive Advisory Council. During a time when good parenting is difficult and support from extended families is increasingly scarce, the parent education classes are a strength in the community and the college.

The 1990's have been a decade of increasing diversity for the parent education classes. Changing demographics have led to a more diverse enrollment. Several Parent Education sections have contracts with the Seattle Public Schools special education department for children with special needs and their families. A high priority of the staff is to continue to develop ways of serving the diverse population, both in the lecture and the lab classes. Several in-service classes have addressed this issue and more are planned by the staff. (See Exhibits - 1995 Questionnaire and responses.)

As part of the Strategic Planning process, Home and Family Life has committed to work with Academic Programs to reinstate Early Childhood Education transfer classes. With the introduction of the Vocational Skill Standards in Washington, the Back-to-Work program, and the Starz training program for child care providers, Home and Family Life is exploring the need for these classes to be offered. Home and Family Life was represented on the State Skill Standards Committee for Center-Based Child Care Preschool and Toddlers lead teacher positions.

With the changes in state work requirements and additional agencies becoming interested in parenting for at-risk parents, Home and Family Life has found it increasingly difficult to administer and fund programs for low-income families. The highly successful Teen-Age Parenting Program and the Evenstart Program have been discontinued.

The A.P.P.L.E. parenting program and the Holly Cooperative Preschool program are still being taught. Both programs serve low-income families. The A.P.P.L.E. parenting program serves many parents for whom the normal stresses of parenting have been escalated by factors such as divorce, domestic violence, substance abuse, isolation, and poverty. The A.P.P.L.E. parenting program also serves families who are having a difficult time with their children. About one-third of these students are court-referred because of abuse or neglect issues. The Holly Cooperative Preschool serves low-

income families who frequently have language needs and students may also be enrolled in an ESL program. Home and Family Life is exploring funding and support for a staff position for obtaining resources/funding for low-income programs and for initiating and sustaining regular dialogue with possible community-based partnerships for these programs.

Both programs are funded by grant money and by private donations, with the college providing parent education instructors. The task of maintaining these programs is difficult for the staff, who has assumed administrative responsibilities for them, often on their own time.

In the 1990s, Home and Family Life experienced many work environment changes. Changes and decreases in administrators and support staff, decreased ability to interface with other departments and access information in a timely manner, and changes in office space have all occurred. The support staff at the Duwamish Industrial and Apprenticeship Training Center has helped with communication as well as e-mail. Lack of sustained administrative and clerical support has become a concern to the continued efficient functioning of the unit. Due to an all part-time staff, there has been a lack of representation on matters pertaining to the whole college.

FUTURE DIRECTIONS (HOME AND FAMILY LIFE)

- Fund a full time faculty position.
- Restart Early Childhood Education classes.
- Increase awareness of the Home and Family Life in the college community.
- Provide more support for the unit from campus (student services, marketing and publications, publicity, and grant/contract writing assistance)

GENERAL STUDIES PROGRAM

INTRODUCTION

The first section addresses 1990 recommendations for this unit. The second section provides an overview of the programs. The third section includes descriptions of each program and student outcomes. Analyses of program data and indications of future program directions follow each program description.

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

The faculty and administration have addressed the following recommendations:

A review be made regarding the possibility of changing the duty hours of the administrator of the ESL, ABE/GED, and Adult High School programs to include some morning hours when a large majority of the classes are offered.

The Associate Dean for the unit has worked a daytime schedule since 1993. The administrator also works an extended day on a weekly basis to ensure regular contact with the evening faculty and students.

A survey be conducted to determine the need for afternoon classes and possibly Saturday classes in ABE/GED, ESL and Adult High School programs.

Classroom based ABE/GED and Adult High School courses were offered in the afternoons 1993-2000. However, many classes were cancelled due to low enrollment. Because of the “hot economy,” the target populations were employed afternoons. To serve the small number of students who need afternoon classes, Computer Assisted Learning (CAL) ABE/GED and ESL are offered on the Main Campus and at two outreach sites: NewHolly and High Point. The CAL model provides individualized instruction and avoids the minimum-class-size requirements. Classroom-based ESL instruction for low proficiency learners in also offered afternoons at NewHolly and High Point. Saturday classes are offered at the Duwamish Industrial Education and Apprenticeship Center

(Duwamish) and NewHolly sites. Telecourses are also available in ABE (TV-411) and ESL (*Crossroads Café*) on SCCD Cable Channel 28. Enrollment continues to be strong in morning and evening classes.

Consideration should be given to the feasibility of having at least one full-time faculty member in each program (Pre-College, ABE/GED and Adult High School), thus providing a program voice and communication link with part-time faculty and other college programs.

There are now ten full-time faculty in General Studies, one of whom is an ABE/GED instructor and nine of whom are ESL instructors. A second full-time ABE/GED instructor will be hired by fall 2000. Eight ESL instructors alternate between assignments in the Developmental ESL and Noncredit ESL Programs. One is permanently assigned to the ESL Bridge Program. No full-time faculty have been requested for the Adult High School Program because there has been a continuous pattern of low enrollment for seven years. Because of the enrollment problem and the changing state requirements for a high school diploma, the specially designed courses for Adult High School Completion were discontinued as of June 30, 2000.

As ESL and ABE/GED students seemingly need more individual attention, continued review should be conducted as to the faculty/student class ratio so as not to lose this important individuation in the learning process.

The State Board for Community and Technical Colleges Student-Faculty Ratio Comparisons show that the average 1998-1999 student: faculty ratio for ABE and ESL classes at South Seattle Community College was 33.09. This is close to the system-wide average of 32.4. However, average daily attendance averaged 20-25 students, which is below the statewide Faculty: Student average. It is important to realize that there is a significant variance between enrollment and regular attendance in free (i.e., non-tuition) classes. Where possible, student interns from the graduate programs in Adult Education and TESL (Teaching English as a Second Language) are

paid to assist instructors in larger classes. Students may also receive individualized CAL instruction in the Multi-media Center on the main campus and in the NewHolly Continuing Education Center.

ACCREDITATION 2000 SELF-STUDY

GENERAL STUDIES PROGRAM OVERVIEW

General Studies includes the following programs, all of which are below the college 100 level:

- Developmental (tuition-bearing, credit) English as a Second Language (ESL) Courses*
- Noncredit ESL Courses
- Adult Basic Education (ABE) Courses
- General Education Development (GED) Exam preparation courses
- High School Completion Courses (tuition-bearing, credit)
- The ESL/Bridge Program*
- Senior Adult Programs*

The programs marked with an asterisk (*) were not part of the General Studies at the time of the 1990 Accreditation Team visit. The Associate Dean for the General Studies Programs also serves as administrator for the NewHolly site, which is in the southeast portion of South Seattle Community College's service delivery area. In 1999-2000, the combined programs generated approximately 983 FTEs each quarter, representing an average headcount of 1,450 students annually.

THE DEVELOPMENTAL ESL PROGRAM

The Developmental ESL Program was added to General Studies in 1993. The program is specifically designed to prepare nonnative English speakers for either academic or technical education courses and programs. The course work in the Developmental ESL program serves to upgrade students' abilities in reading and grammar/writing, as well as in pronunciation and listening comprehension/note-taking. The reading and writing courses are required, while the pronunciation and listening/note-taking courses are electives. Placement into Developmental ESL classes is based primarily on students' scores on the SLEP (Second-

ary Level English Proficiency Test) or ASSET (Assessment of Student Secondary Education Test). Once placed in courses, students may be moved up or down based on first and second day in-class assessments conducted by the reading and writing instructors. Students are assessed at the midterm completion points in these courses according to criteria indicated in the syllabi for each course. The reading and writing courses are coordinated in design, and it is strongly recommended that students take them concurrently.

Required Courses:

ESL092 Reading *and* ESL093 Grammar/Writing (SLEP 44 to 49, ASSET 33 to 35)

ESL094 Reading *and* ESL095 Grammar/Writing (SLEP 50 to 54, ASSET 36 to 39)

ESL096 Reading *and* ESL097 Grammar/Writing (SLEP 55 to 60, ASSET 40 to 43)

Elective Courses:

ESL090 Pronunciation SLEP 44

ESL091 Listening/Note-Taking SLEP 44

Faculty who teach in the ESL090s have Masters degrees in the following areas: Education, Teaching English as a Second Language (TESL) and Linguistics. One holds a doctorate in TESL, with a specialty in teaching writing. Curriculum development, program design, program monitoring, quality assurance, course development, and student advising are carried out primarily by full-time faculty. Students in the Developmental ESL Program receive additional instructional support from college tutors, the Writing Center staff, the Collaborative Learn-

ing and Instruction Center (CLIC), and the General Studies Multi-Media Center. Students in these classes represent a great diversity of ethnicities and cultures. Faculty strive to foster a greater understanding of students’ various histories and traditions and to show how they can remain distinct, yet blend into the one general culture of American society. Most students completing the highest course in the Developmental ESL series (ESL097) transition into the Developmental English series (ENG096). However, students can submit portfolios of their writing from ESL097 in order to by-pass English 096 and proceed into transfer-level English courses (English 101). (2.C.7)

Analysis and Appraisal (Developmental ESL)

Analysis of student data

As Table II.13 below indicates, a total of 1,314 students enrolled in the Developmental ESL Program between 1994 and 1999. Of this group, 54.0 percent transitioned to credit English courses (ENG096, 101 and 105) within two years. In the year 1998-1999, however, the transition rate increased to 59.8 percent. (see Exhibits – Tables II. A-D) indicate that, in 1998 and 1999, a significantly higher percentage of students who have transitioned from Developmental ESL courses into 100 level English courses (ENG101, 105) have received a grade point of 2.0 or better than those who transferred to Developmental English (ENG096). The Developmental English and Developmental ESL faculties are investigating reasons for variation in ESL students’ academic achievement in these two English courses (see

Table II.13
Developmental ESL Student Data

ACADEMIC YEAR ENROLLED	No. of Students Enrolled	No. of Students transitioning to ENG096, 101, and 105 within a two year period	Percent Transitioning within two-year period
1994-1995	252	132	52.4
1995-1996	273	130	47.6
1996-1997	243	124	51.0
1997-1998	275	161	58.5
1998-1999	271	162	59.8
Total Enrolled	1,314	915	54.0

Exhibits). Data are being analyzed from the student surveys conducted in spring 2000 among current and past students in the Developmental ESL Program. The survey instrument is found in the Exhibit. These data are still being analyzed. Initial review of the data indicates that current and former students in the Developmental ESL Programs feel that the program is achieving the following student outcomes, which are related to the college's Mission:

- Students feel prepared to meet their goals for life and work as a result of quality learning experiences in our courses
- Students' diverse needs are served through the instructional programs
- Students are academically prepared to succeed in their careers and further their education
- Students feel valued for their diversity, supported in their learning, and promoted in their academic success
- Students are aware of language-learning opportunities for cultural, social, professional and personal development.

Course Evaluations:

At the end of each academic quarter, instructors conduct anonymous student evaluations of both the instructor and the course in accordance with the faculty agreement (see Exhibits - Agreement, Seattle Community College District VI Board of Trustees and Seattle Community College Federation of Teachers Local 1789). The Associate Dean's analysis of the student evaluations of the courses indicates that student satisfaction has increased in the three years since the faculty completed their program review and revised the course outlines.

Program Strengths

Program strengths include an experienced, highly competent faculty who are committed to meeting students' needs by offering an instructional program that reflects current educational research and practice in second language learning. Syllabi for the courses are indicators of the rigorous and challenging instruction offered (see Exhibits - GS Course Syllabi). Rising grade point averages of students completing the courses are indicators of positive student response to the instruction offered. Other program strengths are articulation with the Developmental English courses and the ESL Bridge

Program and collaboration of program faculty with student counselors and advisors in Student Services. The goal for all is to help students be more successful in credit-level courses.

Program Weaknesses

Faculty are concerned about how to effectively serve students who have received acceptable scores on the SLEP test and have been accepted into the college despite possessing low reading and writing skills. Because of their low English literacy skills, these students often fail Developmental ESL and Developmental English courses and use up their allotment of financial aid money without transitioning to English 101. The Developmental ESL faculty have recommended a change in the college's entrance assessment process so that students with low reading and writing skills will be appropriately placed into the Noncredit ESL programs. Since Noncredit ESL classes are offered with no tuition and do not impact students' financial aid status, they can build up their English literacy skills without impacting their academic futures.

Future Directions (Developmental ESL)

The Developmental ESL faculty have begun surveying current and past students regarding their readiness for college-level work. Faculty intend to use the survey data to gain some insights into the quality of their courses and to make appropriate program changes to better serve future students. Some problems that are currently being addressed or which need future attention include:

- Improvement of the relationship and coordination between the Developmental ESL courses and the ESL Bridge Program (which serves international students)
- A need to offer a consistent schedule of evening and weekend Developmental ESL courses

Past efforts to offer these courses in the evenings and on weekends have failed due to low enrollment. The college is trying to identify the number of potential students who cannot attend class during the morning hours and develop strategies for serving them effectively:

- A need to conduct systematic faculty exchanges with the Developmental English faculty in Academic Programs to enhance articulation between

these developmental programs

- The addition of writing component to the SLEP test—this is a shared goal of the Developmental English and the Developmental ESL faculties. They concur that this change would improve the assessment of students' language skills and result in more accurate placement of students
- Improved communications with the advising staff at the college to ensure adherence to class prerequisites and SLEP score requirements
- Develop a tracking system of individual student progress to evaluate the validity of student reading levels in course outlines

BASIC SKILLS PROGRAMS

ENGLISH AS A SECOND LANGUAGE (ESL)

Tables II.A-D in the exhibits illustrate the enrollment patterns, student profiles, retention, and outcome data for General Studies Programs. As Exhibits Table II.(1) indicates, Non-credit ESL enrollment accounts for approximately 67 percent the total headcount for this unit, and an even higher percentage of the FTEs. In 1999-2000, over 83 percent of the FTES in General Studies were generated in the non-credit ESL program. Most of the enrollees are students of color. Retention is a challenge in non-tuition (ABE, ESL and GED) programs. Students leave the programs when they have achieved their personal, academic and employment goals and when their employment and life situations change. Many students stop in and stop out of the programs over several years. In an effort to increase the transition of these students to credit programs, ABE, GED and ESL program curricula have been revised within the past two years. More intense instruction has been offered and collaboration with Student Services has increased. Faculty members are currently analyzing responses to student survey data collected in summer 2000 to determine how well the non-tuition programs helped students meet their goals.

NON-CREDIT ESL PROGRAM

The Noncredit ESL Program, which generates 750-800 annual FTES, is the largest program in General Studies. While a significant amount of the program budget comes from college funds, grant and contract support for this program averages \$700,000 annually. The variable credit courses in this 6-level, free

program provide students with cultural awareness and English language skills in order to prepare them for success in their roles as citizens, parents, employees and students. At the upper levels of ESL, students also receive targeted preparation for academic and professional/technical programs.

Faculty

All of the full-time faculty teaching in this program have Master's degrees in Teaching English as A Second Language (TESL) or related fields. One has a doctorate in Linguistics. Most of the part-time faculty also hold Master's degrees in TESL or related fields. A few have Bachelor's degrees plus a TESL Certificate. Two have doctorates in Linguistics. The ESL faculty have ESL teaching experience ranging from five to thirty years. All have knowledge of at least one language other than English. (2.C.7)

Program sites

The Noncredit ESL program operates on the main campus and in eight outreach sites. These include two satellite locations (Duwamish Industrial and Apprenticeship Training Center and NewHolly), a public housing site (High Point), three elementary schools (Van Asselt, High Point, and Olympic Hills), and two apartment complexes in Tukwila.

Instructional model

Instruction in the Noncredit ESL Program is competency-based and learner-centered. Faculty members have developed a variety of teaching approaches to respond to the diverse learning styles, needs, and goals represented among the target population. The faculty observation and evaluation instrument emphasizes a balance between instructor-directed instruction and instructor-facilitated instruction. Cooperative learning activities and technology, including computer-based instruction, are included in the classes.

In accordance with the college's mission of preparing students to meet their educational goals for life and work, seven program models have evolved to target particular segments of the refugee and immigrant population:

1. General ESL: Based on most refugee and immigrant student needs, classes include general life

skills, English language skills (speaking, reading, listening, writing), cultural awareness, employment-related language competencies, and computer skills (12-18 hours/week)

2. Employment Readiness ESL (VESL, Vocational ESL): For the welfare-to work refugee and immigrant students, employment skills are incorporated into the general ESL curriculum (12-18 hours/week)

3. Targeted Language Skills-classes in Speaking/Listening, Pronunciation, Grammar, Reading and Writing and media-based instruction. (2-6 hours/week)

4. Workplace Basics ESL to Support Short-term Skills Training Programs: Specially designed ESL/Workplace Basics and cross-cultural training supplement the skills training (First Step, Electronic Assembly); VESL support makes technical programs accessible to Limited English Proficiency (LEP) adults, helps them succeed in training, develops their on-the-job communication skills, and compensates for possible deficiencies in their education that would hinder performance (12-25 hours a week for 3 - 6 months)

5. Toyota Families in Schools Project: A collaborative partnership with Seattle Public School District and the Department of Social and Health Services—the goal is to increase the achievement of children whose parents lack literacy and employment skills; family literacy programs bring attention to the role of the adults as learners and teachers, and connects both roles to the educational achievement of their children (6-12 hours/week)

6. Distance Learning ESL: ESL classes (*Crossroads Café* and *TV-411*) are offered via Public Television to home-bound or working people who cannot access the college during regular class hours; the classes are supplemented by face-to-face instruction

7. Workplace Literacy: the college offers small group classes at the work sites of some area employers where a large part of workforce is LEP. One instructional model includes a Tutor/Buddy Program, employees learn information that is task specific, as well as information about the work culture that allows them to perform their jobs in conformity to the management expectations and cross cultural communication skills that help them

develop fluency, confidence, and teamwork skills.

Student outcomes:

The expected outcomes for students in the Noncredit ESL Programs, as related to the college's Institutional Goals, are as follows:

- Provide quality learning experiences that prepare students to meet their goals for life and work
- Serve diverse needs of students in our community
- Prepare students to succeed in their careers and further their education
- Provide student-centered classes which value diversity, support learning, and promote student success
- Promote life-long learning opportunities for cultural, social, professional and personal development for our students

Assessment

Faculty administer the CASAS (Competency Student Assessment System) appraisal test to determine students' proficiency levels. On the basis of this assessment process, students are placed into classes, which span six state-mandated proficiency levels. Student progress is recorded quarterly in the WABERS (Washington Adult Basic Education Reporting System) required by the State Board for Community and Technical Colleges and all state agencies that fund Basic Skills instruction. As of winter 2000, approximately 28.9 percent of the General Studies students progressed one level in a language skill each quarter. Since spring 2000, student progress has been measured at the end of the quarter based on scores on mandatory, statewide ESL achievements tests.

Analysis and Appraisal (Noncredit ESL)

Student feedback on instruction is gathered at the end of each quarter. Each faculty member conducts student evaluations, generally with each class each quarter, according to the faculty contract (see Exhibits - Agreement). Faculty assignments are influenced by the feedback given on their student evaluations. Some faculty get additional student feedback through SGID (Small Group Instructional Diagnosis).

Strengths of the program

The ESL curriculum is based on the Washington State Core Competencies. General Studies ESL faculty have added grammar competencies for each level. In order for students to make reasonable progress, the program offers semi-intensive (12 hours per week) and intensive (18 hours per week) instruction at most sites. The curriculum and program adjusts to the changing needs of students and of those who fund the programs. Multimedia centers and computer labs at most sites allow students to supplement face-to-face instruction with work on particular skills, such as listening comprehension, pronunciation, grammar, and math. Classes in the Noncredit ESL Program are offered at multiple sites to serve many areas of South and Southwest Seattle. Faculty site coordinators provide orientations and daily support for instructors as well as ensure good communication between off-campus sites and the program office on campus.

ESL faculty is comprised of a group of highly dedicated people who bring many years of education and experience to the program. A steadily increasing number of full-time ESL instructors have brought stability, leadership, and campus involvement to a group that a decade ago was isolated from other faculty. The program also benefits from the involvement of a significant number of part-time faculty. Some part-time instructors are compensated for supporting the program as site and program coordinators and as placement test administrators. They also participate in the curriculum committee, unit planning and goal setting meetings, and other activities that support the program and lead to improved instruction. The excellent instruction offered by the General Studies ESL faculty and their contributions to statewide professional efforts have brought General Studies recognition for its quality and innovative practices. (2.A.7.b, 2.B.1)

Student Outcomes

Student outcomes for Noncredit ESL Programs are reported in Tables 6A-C in the Exhibits. Completion data are reported for students who complete and leave the program (C&L), students who complete and are retained (C&R), students who Progress (P) and

those who Separate (S).

Program weaknesses

General Studies personnel are continuously working on strategies to increase ESL transition rates to credit programs. In an effort to facilitate student transition, ESL faculty have increased collaboration with Student Services staff and faculty in the instructional units in order to familiarize ESL students with financial and academic support services, career options, and programs offered by the college. Faculty are also generating a system for identifying and tracking students' personal, academic, and career goals for learning English.

Future Directions (Noncredit ESL)

An immediate concern is the impact of the state-mandated ESL achievement tests on the student progress rate. ESL Faculty are working toward a goal of five percent annual increase in progress and completion rates for noncredit ESL students in an effort to meet the statewide goal of 80 percent for all Basic Skills students within five years.

Concern about the possibility of a decline in the progress rates is offset by optimism that student progress rates will increase due to three significant program changes in the 1999-2000 instructional year: increase in the intensity of instruction, curriculum revision, and the addition of multimedia centers at two sites.

The ABE/GED and ESL faculties are currently responding to several initiatives of the Adult and Vocational Programs Division of the United States Department of Education that significantly impact curricula:

- The number of levels in each program have been expanded from four to six
- The competencies for each level have been redefined
- The skills covered now include technology competencies

ADULT BASIC EDUCATION, GED PREPARATION AND HIGH SCHOOL COMPLETION

The Adult Basic Education (ABE), General Education Development (GED) Exam Preparation, and High School programs currently enroll approximately 120 students quarterly. Over 200 FTES are generated annually by these programs. In the college FTE report, High School completion and GED preparation students are combined. Instructors in ABE/GED programs help students improve their reading, writing, and math skills so that they can achieve the ASSET (Assessment Skills for Successful Entry and Transfer) scores necessary for entrance into college programs, pass the tests of the GED exam, qualify for employment or promotion in their current employment, and/or meet their personal goals. High School Completion instructors help students meet diploma requirements in English, history, science, and health.

The ABE program primarily consists of students at Levels 2, and 3, and 4. Few native speakers at Level 1 have not been enrolled in the program in recent years. An ABE math class for Limited English Proficient (LEP) students is offered as the need arises.

General Studies also provides GED instruction to support the Youth Opportunities Grant enrollees in 3 sites. Another program for out of school youth that includes GED instruction is Career Link. This program is not part of General Studies, although the Director of the Career Link Program coordinates with the General Studies Associate Dean, particularly in matters of faculty hiring, scheduling, and curriculum.

ABE and GED Courses currently offered are:

ABE 020	(grades 2.0-5.99) Reading, Writing, and Math
ABE 030	(grades 6.0-8.9) Reading, Writing, and Math
ABE 031	Math for LEP students
ABE 040	(grades 9.0-11.9) Reading, Writing, and Math
ABE 041	Prevocational Math
ABE 044	Computer Assisted ABE
GED062	Preparation for the GED Test - Reading, Writing, Math, Science,

and Social Studies

Classes are offered 12-15 hours per week, with an optional three additional hours of Computer Assisted Learning. Most students are placed into ABE and GED classes on the basis of their scores on the State-mandated CASAS (Comprehensive Adult Student Assessment System) appraisal tests. Placement of ABE and GED students is further refined with the Reading Test scores achieved of Adult Basic Education (TABE). Prevocational Math students are an exception to this placement process. The Advisor places them into Professional/Technical classes if their ASSET math scores are below the minimum score (40) required for the Math 111 course. High School Completion courses were discontinued at the end of spring, 2000, due to a multi-year pattern of declining enrollment.

Faculty (2.A.1, 2.C.7)

There has been a significant change in the faculty teaching this program in the past five years. Three part-time faculty departed in 1997 as a result of a reorganization of the program and curriculum. Course times were changed and the curriculum was revised in response to requests from students and college counselors. The first full-time faculty member in the ABE/GED programs began her tenure process in 1997. Another full-time instructor will begin work in fall, 2000. Four part-time instructors currently with the program have a minimum of ten years teaching experience.

Instructional model

Instruction in the ABE/GED Programs is competency-based and learner-centered. Faculty members have developed a variety of teaching approaches to respond to the diverse learning styles, needs and goals represented among the target population. The faculty observation and evaluation instrument emphasizes a balance between instructor-directed instruction and instructor-facilitated instruction. Cooperative learning activities and technology (including computers) are included in class instruction.

Student outcomes

In accordance with the College's mission of preparing students to meet their educational goals for life and work, the ABE/GED programs are dedi-

cated to providing quality learning experiences that relate to students' ability to identify issues, think creatively, apply a variety of skills, implement solutions and evaluate the outcomes.

Each student's progress is constantly monitored and assessed. (Policy 2.2.b & c, 2.B.2) Assessment includes student completion of tasks that demonstrate mastery of the ABE/GED competencies (which are linked to the *Washington State Basic Skills Competencies*), portfolios, group projects, homework assignments and quizzes on information learned in classes. Students are assessed at the mid-term and completion points of these courses based on their mastery of the competencies identified for the courses. The competencies are listed on the course syllabi. Beginning spring, 2000, student mastery of the competencies at the end of the course is determined by their scores on standardized achievement Math tests and Writing Rubrics mandated by the Office of Adult Literacy (OAL) at the State Board for Community and Technical Colleges. Their scores on the five GED tests measure students' progress in the GED program. Students completing ABE Levels 3 and 4 are assessed by their scores on the ASSET Test.

Analysis and Appraisal (ABE/GED)

Strengths: Many of the strengths of the ABE/GED programs relate to the guidance provided by the full time faculty member and the primary part-time instructor. Together, they have reshaped the program to meet the needs of students as indicated by the students themselves and by their academic counselors and advisers. Increased confidence in the program has led to enrollment growth. Weekly testing of students wishing to enroll in the open entry program has also increased enrollment.

Student progress has increased due to a combination of four factors: a more rigorous placement process, improved curricula, increased attention to student-centered instruction and increased intensity of instruction. Student progress in the GED program has improved dramatically since the data were collected for Tables 3 and 4 (see Exhibits). Nearly 80 percent of the GED students enrolled in the daytime intensive GED program this year passed one or more of their GED tests.

Weaknesses

Since most of the ABE/GED faculty are part-time and since they teach at different times of day, program coordination is difficult.

Student progress in the evening ABE/GED classes is hampered by the necessity of offering multi-levelled classes due to low enrollment and by lack of availability of GED testing at the college in the evening. Efforts to add evening testing hours have been hampered by budget constraints. The necessity of offering multi-levelled High School Completion classes also hampered student progress.

Future Directions (ABE/GED)

The college has honored the ABE/GED faculty request for an additional full-time instructor to stabilize and help coordinate these programs. The need for this position has increased with the expansion of the ABE/GED programs into two outreach sites (High Point and NewHolly) and the participation of the college in a second outreach program to youth (The Youth Opportunities Grant), which includes attainment of a GED or High School Diploma. General Studies faculty have requested that Student Services budget for evening testing hours in 2000-2001 so that more GED students can test at South instead of at other sites.

ABE/GED faculty are reviewing additional ABE/GED software to add to the college's General Studies Multimedia Center to allow students to supplement their classroom instruction. The effectiveness of this software is already being seen in the students' response to its availability in the Continuing Education Center at NewHolly. Faculty have set a goal of 5 percent annual increases in their student progress and completion rate until they reach the statewide goal of 80 percent for all Basic Skills students.

ESL BRIDGE

The ESL Bridge Program is a self-support program that prepares international students with the language and academic skills necessary for successful transition into credit-level academic programs and professional/technical training. The program includes Intensive English language classes for

international students of low-level proficiency and a combination of Developmental ESL and adjunct classes for students of intermediate to advanced proficiency. The program enrolls approximately 100 students, representing 20 nationalities, annually for annualized FTE of 95. The current program model was developed in 1998 to offer international students more options than the tradition Intensive English Program design.

ANALYSIS AND APPRAISAL (ESL BRIDGE)

Program Strengths

The ESL/Bridge Program is an integral part of the college with well-maintained systems and relationships to help facilitate student transitions into the campus community. Strengths of the program include:

- A well-developed, planned curriculum, with the supportive adjunct model
- An experienced, supportive faculty, well trained in a variety of teaching styles and the use of multiple forms of technology
- Guidance from a full-time program manager and a full-time faculty member
- A dedicated and trained staff experienced in cross-cultural communication and counseling
- A campus climate that embraces diversity and supports international students
- An extensive orientation program and an active International Student Club
- A system for assessment and modification of curriculum to meet student's needs. (Annual focus groups and quarterly program evaluations)
- A marketing and recruiting plan that incorporates, print media, a website, attendance/participation in local and overseas exhibitions and
- A quarterly newsletter, *The International Forum*, which serves as an informational tool for current students, the campus community as well as for general marketing and alumni relations.

Weaknesses

- Location of college relative to downtown Seattle
- Lack of residual funds to support the expansion of class offerings
- Ability to sustain course offerings at times of lower enrollment
- Limited number of credit programs which fall into the "high demand" category for international

students

- Weak developmental support for transitioning students bound for technical programs
- Limited housing options in West Seattle area (apartments/homestay)
- Heavy reliance on enrollment of students from one sector of the globe (East Asia), so that economic downturns threaten health of the program
- Concurrent dual demands on administrative staff: Maintaining student satisfaction with program services while directing efforts towards marketing and recruitment of new students.

Future Directions (ESL Bridge)

In order to ensure fiscal integrity and quality programs and services for international students at south, the International Programs Office plans to increase international student enrollment and enrollment in the ESL Bridge Program by 10 percent per year for next three years. To promote this goal, the program manager and faculty are developing a pre-technical ESL track while continuing to develop and expand a marketing plan to build a stable enrollment and thereby fiscal integrity as a self-support program.

The ESL Bridge program will facilitate successful transition of ESL Bridge students into academic and technical programs. To help students meet their transfer goals, faculty will continue to deliver classes using a variety of technology and methods to meet as many learning styles as possible. The adjunct model will continue to be used to make students aware of college credit class behavior and expectations. In addition, students will participate in weekly workshops throughout the quarter on relevant issues and topics such as: Immigration and Naturalization Service Regulations and Employment and Transfer Issues for International Students. Each level of program will include class lessons and activities that enhance students successfully functioning in an American classroom until, at level five, they are fully integrated into a regular content class where they are treated no differently from their American counterparts. (See lessons in Exhibit.)

To ensure that International students in the ESL/Bridge Program engage in meaningful interactions with American peers from within the campus com-

munity, the ESL curriculum will include opportunities for open discussion of cultural elements that affect the lives of its students and collaborative projects of benefit to the campus community. A conversation partner that matches American students with ESL Bridge students will be established. Through orientation, classroom discussion, and advising, students will continue to be directed to existing college clubs and services where they will engage in activities of common interest with their American peers. Instructors, through frequent out-of-class conferencing sessions with their students, will continue to monitor students' success in individual classes, as well as their adjustment to life in their host culture. Finally, the program will continue to build a diverse population through an increased international enrollment.

ESL Bridge students will culturally adjust to campus expectations (academic and social). To promote this adjustment, the college offers the following supports:

- ESL Bridge faculty is dedicated to students' well being and success
- The HDC200 class and weekly workshops address students' concerns and provides them with strategies for cultural adjustment
- Faculty advisors are assigned to each ESL Bridge Program level in order to monitor and advise students
- Adjunct classes utilize real classroom situations to help students adjust to American College classroom expectations
- Students practice strategies for achieving their educational goals in real classes with their American peers

Plans to assist student adjustment to the campus culture will include

- Work with Academic Programs faculty to identify and offer a greater selection of two- and three-credit classes that would be available and useful to General Studies students
- Increased use of the Basic Skills Multi-media Center for language skill practice
- Create an interdisciplinary task force (from among relevant instructional units, i.e. Development ESL, Professional/Technical, and Academic Programs) to identify and develop appropriate pro-

gram direction and course focus

- Using the academic adjunct program as one model, the ESL Bridge Program will institute a developmental technical track to better prepare student skills for their identified technical program
- As part of the college's commitment to building enrollment and support services for International Students, the International Programs Office is pursuing offering International students the option of dormitory style living through community partnerships. This will supplement placement assistance in home stay, home shares, and apartments.

Program growth should bring expanded resources to support program development and increase program offerings to help meet specific market demands. ESL Bridge adjunct classes at each level stress activities that prepare students to adjust to the cultural climate of South in and out of the classroom. Student evaluations indicate that these activities are useful. These activities are being enhanced by utilization of the new ESL Multimedia center and the new library. Largely because of the adjunct model, students generally adjust well when they transition out of the ESL Bridge Program into Academic Programs. Student Data Reports indicate that ESL Bridge students who completed the program and subsequently English 101, maintained an average GPA of 2.86. However, it is clear from student feedback that students need a technical developmental track so that they can transition more successfully into the technical programs.

Goals for 2000-2001:

- Expand the selection of Academic Programs credit classes of two to three credits so that ESL Bridge students could take another credit class at Level 4
- Increase program enrollment to 45 students quarterly by 2001
- Research feasibility of expanded housing options (i.e. dormitory)
- Implement Marketing Plan 2000/2001—include Housing Survey of students, parents, and overseas advisors regarding dormitory-style accommodations
- Design and package a series of short-term certificate with internship programs utilizing existing college courses for the emerging market
- Establish a Conversation Partner/Mentor Program to assist ESL Bridge students with making

- meaningful connections with American Students
- Continue working with the International Club, Sports programs, and other Student Programs to include ESL Bridge students
- Collaborate with Academic and Professional/Technical faculty to develop links in students' areas of interest for adjunct class model
- Work with Professional/Technical faculty to design and implement a pre-technical track
- Complete feasibility study and survey of possible partners to engage in the development of a dormitory facility for international students.

SENIOR ADULT PROGRAM

The Senior Adult Education Program offers courses at reduced tuition rates specifically for older adults. Classes are offered on campus and in collaboration with Senior Adult Centers in community based Senior Centers. Available courses range from history and courses on writing one's memoirs to computer classes and workshops on safe driving. All courses except for the "55 Alive Mature Driving" workshop are ungraded courses of two credits. Enrollment in the courses has ranged from an unduplicated headcount of 377 in 1995 to a current headcount of 131. See Table II.14.)

Analysis and Appraisal (Senior Adult Programs) Program Strengths

Experienced instructors offer all courses. Most faculty members in this program are contemporaries of the students they teach, so they are sensitive to the interests and learning styles of their students. The courses currently offered are those that are in high demand among Senior Adults and that have consistently strong enrollment. The college works closely with the directors of the community-based Senior Centers in scheduling courses and registering students. Seniors can register by mail or at the Senior Center, which in turn forwards the registration forms to the campus.

Program Weaknesses and Analysis

The reduction in enrollment in the Senior Adult Program from 1995 through 2000 is due to three factors:

- Changing demographics in the college's service area
- Termination of college participation at two sites

Table II.14

Senior Program* Unduplicated Headcount & Actual FTES For Academic Year**

Academic Year	Unduplicated Heads	Actual FTES
1995-96	377	84.3336
1996-97	296	65.0664
1997-98	232	48.0002
1998-99	108	23.7733
1999-2000	131	32.1066

*Senior Program was defined as FAM 012, FAM 013, FAM 014 for 1995-96 and 1996-97. For the academic years from 1997-98 to 1999-2000, the program was defined as Administrative Unit Code: L3.

**Actual FTES for the Academic Year includes the total for all four quarters: summer, fall, winter, and spring. It includes all state support and contract FTES.

- Poor publicity in 1998-1999

Because of rising rents and home costs in the college's service area, many of the target population have moved south of the city limits. Increasing numbers of seniors who remain in the area are Limited English Proficient adults who need English as a Second Language courses rather than the enrichment courses traditionally offered in Senior Programs.

The West Seattle Senior Center is the only off-campus site where classes are currently offered. The college no longer offers programs at either the Salvation Army Center at White Center or the Southeast Senior Center in Rainer Valley for a variety of reasons. The college had difficulty finding qualified instructors for the hours that seniors wanted classes at those sites. Senior Adults at the White Center site expressed increased concern about their safety travelling to and from that site. These concerns and low enrollment in the classes that were offered led to termination of the college's involvement in those programs. However, reduction in South's services to these communities is cause for concern.

Finally, changes in staff in the Public Information Office and in the General Studies Office caused the omission of the Senior Adult Program courses from one of the mail out schedules in 1998-1999 and late mailing of flyers to homes of Senior Adults on the

mailing list.

Future Directions (Senior Adult Programs)

The college is exploring ways to serve the Senior Adults in the eastern part of West Seattle, including White Center, and in Southeast Seattle. The college collaboration with the new Delridge Community Center may draw Senior Adults from the White Center area, as bus connections are direct and the Delridge site is in a safer location. The NewHolly site in Southeast Seattle has allowed the college to expand its program offerings to that community. It also affords the opportunity for reconnecting with Southeast Senior Center. A stable part-time faculty and two new courses in our programs on campus and at West Seattle Senior Center should increase enrollment in the Senior Adult Program in 2000-2001.

The office staff in General Studies unit is stabilized and is more familiar with the Senior Adult Program. As a result, they are able to provide better information on the phone, track the schedule with the Public Information Office, and provide mailings on the program in a more timely manner. The results of their efforts are reflected in an 18 percent increase in enrollment in 1999-2000 over the previous academic year.

CONTINUING EDUCATION PROGRAMS

In support of the college mission, Continuing Education responds to the college mission of “providing quality learning experiences, developing partnerships with business and industry, and addressing the diverse needs of our community.” Several new initiatives demonstrate the commitment to advancing South’s Mission, Strategic Plan, and institutional goals in the area of customized training and lifelong learning. Continuing Education is under the direction of the Dean for Continuing Education and Economic Development, who reports to the Vice President for Instruction. The Dean also has responsibility for the Supervision and Management, Occupational Teacher Education, and Corrections Officer/Public Service Careers Programs. A review of these programs is included in the Public Service cluster, Professional/Technical Programs section.

Workshops, seminars, courses, and customized training are all offered through the Continuing Education Program. It offers day, evening, and weekend classes and seminars. Classes are held on-campus and at sites throughout the community. Approximately 101 students participated in non-credit continuing education classes in 1999-2000. Most programs fall into the following categories:

- Personal Enrichment and Professional Development
- Certified Financial Planning
- Information Technology
- Small Business Development
- Contract Education

Course proposals for continuing education are submitted to the Dean and reviewed for quality of content and instructor credentials. Also considered prior are projected enrollment, existing offerings, facilities available, and other information relevant to their success. Community members may submit proposals for courses or courses may be identified by program or college staff. Students may register on site or by e-mail, fax, phone or on-line.

PERSONAL ENRICHMENT AND PROFESSIONAL DEVELOPMENT

South offers a wide range of classes to meet the interest of members of the community. These regularly scheduled non credit classes, workshops, and seminars focus on such subjects as professional and personal development, floral design, languages for travel, business writing, pottery, gardening, and yoga. The classes meet from one session to multiple sessions. Expansion of such class offerings to address a broader range of interests is anticipated during 2000-2001.

CERTIFIED FINANCIAL PLANNING (CFP)

The Certified Financial Planner (CFP) Program is offered in affiliation with the College for Financial Planning in Denver, Colorado. Each of the 5 non-credit classes meets for ten weeks and complements the CFP self-study program. A five-day “live review” class prepares candidates for the two-day CFP board certification examination. All instructors are Certified Financial Planners and practitioners and specialists in their topic area. Each quarter an in-

formation and orientation for this program is offered to the financial community. Approximately 111 students have completed this program since it was initiated in spring 1994.

INFORMATION TECHNOLOGY

Continuing education regularly schedules noncredit courses designed to meet the specific needs of the business community, in response to rapidly changing technology. Classes are scheduled on topics such as computer basics, computer networking, internet data bases, application software and hardware, and systems certification. These courses are offered in a variety of formats and schedule to meet the needs of students. Classes may be offered in one-day intensive or several-week formats. Students enrolled in other college programs often enroll in the classes to learn or expand their skills in a specific area of technology.

Beginning 1999-2000, as part of the Strategic Plan, Continuing Education initiated training for Microsoft certification test preparation, A+ Certification, and CISCO Networking. These popular information technology classes are addressing the marketplace demand and need for qualified systems certified personnel. Expansion of such course offering will continue in 2000-2001 and will include both on-site and on-line options. Continuing Education is focusing on finding qualified instructors as well as optimizing the use of on-campus computer labs.

SMALL BUSINESS DEVELOPMENT

The Continuing Education Unit, in concert with the Small Business Development Center (SBDC), offers a series of classes for small business entrepreneurs. Classes address starting a small business; developing business and advertising plans and financial statements; and maintaining records and implementing tax strategies.

The SBDC is staffed with a small business development specialist who provides technical assistance to small business owners with proposal and grant writing and other small business needs. The center serves as a resource to technical programs, in which students indicate interest in starting their own busi-

ness.

CONTRACT TRAINING

Continuing Education is developing an extensive contract training program for business and industry. Employers have indicated a need for training in such areas as management, customer service, and information technology. Contracts have been initiated with Amazon.com and Seattle City Light. Expansion of this program is anticipated during 2000-2001.

Analysis and Appraisal (Continuing Education)

The Dean for Continuing Education and Economic Development was hired July 2000, following one year with temporary leadership. During that time, programs were maintained. Based upon input from students, business and industry, Continuing Education's strategies for 2000-2001 include assessing and restructuring the unit, broadening the diversity of noncredit classes, increasing training responsiveness to business and industry, and expanding programs to reflect the changing impact technology is having on education. During the past few years, the college has had limited ability to respond to requests for contract training. The Strategic Plan outlines specific goals and objectives that renew and expand contract training. As noted above, preliminary efforts have already been successful.

Future Directions (Continuing Education)

Continuing Education is a self-support program. The marketing of Continuing Education programs, which is critical to success, has been limited in past years. Communicating program opportunities to target audiences is being addressed in a more aggressive manner through a targeted marketing program in 2000-2001. The Strategic Plan, and department strategies, focus on increased course offerings and expanded marketing, both, which will supplement departmental funding to support additional staffing and marketing.

Participation in Continuing Education courses fluctuates greatly. Currently, Continuing Education courses are primarily marketed through flyers and the quarterly class schedule. However, in light of the new strategic program goals, greater emphasis is being placed on broader marketing endeavors that will attract not only community residents but also

business professionals.

As part of the 2000-2001 Strategic Plan, Continuing Education anticipates an expansion of course offerings and more aggressive marketing efforts to reach targeted audiences. Revision of programs is likewise underway to meet the changing character and needs of business and industry as well as meet the challenges of new technologies. Collaborative class offerings with existing college program areas, such as the Pastry and Specialty Baking and Floristry Programs, will continue to be developed along with new classes that bring to the campus outside areas of interest (e.g., African Drumming, Signing, Electronic Resumes). The intent to use campus facilities will complement off-site locations that respond to community needs and interests.

South Seattle Community College is located in a very diverse community. It is comprised of business and industry, several well-defined communities, and a diverse social, economic, and ethnic population. Current Continuing Education programs need to expand to offer subjects of interest to these diverse communities. Continuing Education is providing leadership to position the college as an institution that not only meets the traditional values of a community college but also responds to the dynamic changes of its surrounding society.

Instructional staffing for Continuing Education classes relies heavily on part-time personnel. Its goal is to provide greater integration of faculty in order to assure the quality of class offerings. Among steps being implemented during 2000-2001 are the following:

- Documenting credentials and background experiences for instructional staff
- Reestablishing an orientation for instructors to insure that all personnel receive information about the college, understand ordering procedures for textbooks, know the policies for compensation, know how to register students who do not preregister for a class, and understand their roles and responsibilities within the classroom
- Recommending marketing techniques instructors

can use to expand attendance

DISTANCE LEARNING (POLICY 2.6)

The Board of Trustees of District VI (the governing board for Seattle Community Colleges and Seattle Vocational Institute) through the Chancellor of District VI, has given approval for distance learning. The Seattle Community College District Board of Trustees is vested with the authority to approve degree programs offered by colleges in the district. The trustees have authorized South to develop a program offering the Associate of Arts (A.A.) degree via distance learning to all students who wish to take advantage of this means of access to higher education. The Board affirmed this authorization when they revised the Mission in April 1997.

Educational Offerings

Institutional Program Approval (2.A.7, 2.B.1)

Distance Learning courses go through the same rigorous development and review processes as their on-campus counterparts. The Distance Learning courses receive institutional approval through the college's Curriculum and Instruction Committee (CIC). The process calls for review of course descriptions, outlines, and syllabi at the departmental, unit, campus, and district levels before they are submitted to the SBCTC as part of the district's state approved course master list. All Distance Learning courses go through this process, including those offered under the auspices of Washington On-Line (WAOL). All Distance Learning courses that are currently offered have received faculty approval.

Curriculum Courses and Programs

Faculty/Student Interaction: Levels of interaction between faculty and students and among students vary with the medium. Faculty provides prompt feedback to students on assignments and examinations regardless of the delivery. Some faculty expect students taking telecourses that are currently only offered locally to meet on campus one or more times during the term. Ongoing faculty/student and student/student interaction occurs in the live/interactive telecourses shared among campuses. On-line Internet courses will enable and require extensive synchronous and asynchronous interaction between and among students and faculty and among students

through avenues such as chat groups, listserves, and e-mail. Students taking courses by cassette, ITV (Interactive Television), or on-line may contact instructors by telephone, e-mail, or on-campus seminars. Interaction between students is encouraged and facilitated. Lab exercises are integrated into courses where appropriate. Further, interaction with professionals and others is required in South's Distance Learning as part of the field activity component in most, if not all, courses.

Learning Outcomes: All courses offered in the Distance Learning programs are taken from the regular college catalog and meet the same Student Learning Outcomes (SLO) as those courses offered on-campus. These SLOs were voted on and approved by the entire faculty. Where necessary, faculty creates alternative means of demonstrating distance students' achievement of the outcomes.

Program Outcomes: The curriculum for the Distance Learning program includes a range of courses designed to assure that students seeking the A.A. degree will meet the overall learning outcomes as established through a two-year college-wide process. (see Exhibit – List of course modes currently offered via one or more Distance Learning classes).

Program Integrity: The Distance Learning program has been carefully designed to provide the required basic skills courses and a varied selection of courses that meet the requirements for the college's A.A. degree. Distance Learning students comply with all college rules and procedures related to degree-earning requirements. South has participated in a district-wide review and revision of this degree (see Exhibit – Degree requirements). In addition, courses in high demand, such as anthropology, business, history, humanities, and English as a Second Language (ESL) are offered to provide electives and to permit students to prepare for specific upper-division majors.

Faculty Oversight (2.A.7.b, 2.B.1): Each Distance Learning course has an instructor of record who is either a full-time or part-time member of the regular faculty of the appropriate unit and has been selected by the Associate Dean of that unit. New courses added to the Distance Learning curriculum

go through the complete district curriculum approval process. These complex and rigorous processes have ensured high-quality Distance Learning courses at South.

Assessment of Student Achievement in Courses and the Program: Course outcomes and grades for students in the Distance Learning Program are parallel to those for on-campus courses. The instructor of record evaluates and grades assignments and examinations. Students' records are kept in the college's computing system. After students complete their Distance Learning courses, their records are entered into the degree audit system. This enables the Distance Learning students to see what courses remain for completing the degree and provides the transcript evaluator with verification of degree completions.

Details the course offerings and their modes of delivery are available in the Exhibits room. At present, a student must use a combination of delivery modes to complete an A.A. degree through Distance Learning. It is the intention of the college to continue to add video courses, interactive television, and on-line courses in order to enable students to attain a full degree utilizing technology. All courses have been reviewed and approved by the college's CIC, which is composed of faculty from each of the instructional units. Courses are not offered without the consultation of the faculty in the specific discipline and the approval of the CIC. (2.A.7.b, 2.B.1)

Learning Resources

Detailed study guides are provided with some courses. Students are also directed to the World Wide Web virtual library sites and are provided a listing of "virtual libraries." Students will be able to purchase books from the college bookstore via telephone, e-mail, and on-line. South's Distance Learning courses can require "field activities," which require students in some cases to interact with local and remote students.

Commitment to the Distance Learning degree begins with the District trustees, the Chancellor, and Executive Cabinet, whose members have encouraged South to support this degree, recognizing that

this avenue to learning makes up an ever-increasing share of the higher education spectrum. At South, faculty, Student Services staff, and administrators welcome the opportunity to be in the vanguard of this new educational direction. Modes of distance delivery are constantly evolving. South intends to take advantage of these developments to the fullest extent insofar as they continue to serve the needs of students in providing access to quality education.

The Associate Dean of Instructional Technology is responsible for managing distance education. She works with the other Associate Deans in Academic Programs and Professional/Technical Programs, who are responsible for faculty and course content, and with the Associate Dean for Student Services. The Associate Dean of Instructional Technology reports to the Vice President for Instruction, who, along with the President, has integrated Distance Learning into the college's long-term goals, actions, plans, and budget processes.

Students may access library holdings by computer on and off campus. Increasingly, the Internet is acquiring the capability of a virtual library. The student who chooses South for Distance Learning (and on-campus) courses have access to an a librarian with expertise in Distance Learning and the Internet resources. (2.A.8) (see Exhibits – Outline of Instructional Resources Librarian Responsibilities).

Over the years, South has invested fiscal and other resources to the development of Distance Learning. The college has invested over \$40,000 in building electronic classrooms, leasing appropriate telecommunication lines, and paying staff to conduct live and interactive television instruction. The college has also dedicated necessary space to house the electronic classrooms and satellite downlink video conference rooms and has supplied necessary hardware and software for on-line instruction. The college provides routine maintenance and emergency repair services. (2.A.1)

Evaluation and Assessment

Students are required to take the ASSET (Assessment Skills for Successful Entry and Transfer) or COMPASS (Computerized Placement and Assessment Support System) entrance examinations and meet the same achievement scores used as on-campus students. Distance Learning courses and the degree programs are integrated into the institution's information system, and data on student academic achievement are collected and reported through the system. Students receive standard grade reports and college transcripts.

Based upon results from 1998 through 2000, the outlook for Distance Learning courses appears to be optimistic. Growth in the numbers of students using Distance Learning is anticipated at 10 percent per year. By increasing offerings to time- or place-bound students, South is helping to meet the needs of students who are not otherwise able to attend college. Surveys have indicated that reasons include work schedules, disabilities, and lack of on-campus course availability. Through the use of on-line and local television courses, the college has established enrollment of over 125 students each quarter who choose Distance Learning courses. The college has the capability, the means, and the students who want to be educated. This effort is also an extension of the college's outreach, which includes business partnerships and links to the broader community.

Budgetary and Financial Implications (2.A.1)

Funding for Distance Learning is provided through state-support. The on-campus student utilizes many of the resources used by the Distance Learning student. The initial and continuing cost of course development, hardware support (including the ITV Room and staff salaries of the Manager, Media Technician, Clerical Staff, and Librarian) are available in the Exhibits room. There is an additional Distance Learning fee assessed for network usage or video and course licensing fees paid by students. These fees pay for licensing of programs or on-site use of campus computer labs.

Provision for Student Services

Students wishing to matriculate at the college must complete the college application form, take the ASSET test (or its equivalent), and submit transcripts of courses completed at other colleges. Students are eligible for all student services, although in-person communication is obviously less likely to occur. A substantial number of South's Distance Learning students are local residents; therefore, they come on campus to access and receive the same student services as on-campus students. Provisions for testing off-site are being explored and other strategies for assessment.

Access to Student Services: Specific members of the student services staff are designated to work with Distance Learning students, who are eligible for all services provided by the college. Many who live in the area access services by coming on campus; others, both local and remote, do so via telephone or e-mail. The Seattle Community College District initiated on-line registration as early as summer 2000. Services provided by Student Services staff include, but are not limited to, general program information, entrance testing, academic advising, e-mail advising, degree audits, personal counseling, financial aid application assistance, textbook purchasing, assignment and examination coordination, assistance with transfer, and student-teacher communication. In some cases, in-person tutoring is available for local students and via telephone or e-mail for remote students. Remote students may be paired or connected with other remote students taking the same course. The college's Distance Learning Manager meets regularly with Student Services staff to discuss issues, resolve problems, and improve processes.

Provision for Facilities, Equipment and Libraries (2.A.1)

Distance Learning at South is made possible through a variety of educational technologies. The college's infrastructure includes two downlink C/Ku band satellite dishes, 1 live/interactive electronic classroom, 1 live/interactive video teleconferencing system that is linked to campus and off-campus sites, and a fiber optic trunk line allowing for campus-wide Internet connection from the college's 900 plus

computers. This provides both faculty and staff with access to the Internet and a variety of interactive multimedia labs with accompanying software to develop on-line courses. The library services include a librarian dedicated to enhancing Distance Learning resources. (2.A.8) Because South is part of the WAOL's (Washington on Line) online course system, it has access to online courses offered through Washington state. Future plans call for sharing courses among the state's K-20 system through a statewide electronic network.

Training

In addition to the initial orientation provided for all faculty, the college provides a variety of classes specifically for Distance Learning instructors. The topics include computer-based instruction, covering topics such as World Wide Web, e-mail, Netscape, PowerPoint, and HTML (Web based home page building software language) and other on-line course building software such as WebCT. Faculty teaching via live interactive television receives individual training on using the equipment and on teaching methods. The district offers workshops on "How to Teach Using Interactive TV," "Putting Your course On-Line," and "Tools and Techniques for On-Line Instruction." In addition to training, the faculty are provided access to FAX and telephones. A technician is available to assist with live interactive television instructions, and campus staff does all equipment and infrastructure maintenance. (2.C.7)

Analysis and Appraisal (Distance Learning)

Approximately half of the Distance Learning instructors are members of the college's full-time faculty. The balance are primarily part-time instructors who also teach on-campus. The appropriate Associate Dean approves all Distance Learning faculty. New instructors must be evaluated, reviewed, and approved by appropriate faculty, using the same criteria for education and experience that is used for on-campus instructors. To date, finding interested faculty with appropriate qualifications has not presented problems. Many teachers are enthusiastic about working with this different mix of students and employing different avenues for instruction. (2.C.7)

The current agreement with the Seattle Community

College Federation of Teacher’s union stipulates that on-line Distance Learning courses (with the exception of experimental telecourses) are treated as part of load (see Exhibits - Agreement, Seattle Community College District VI Board of Trustees and Seattle Community College Federation of Teachers Local 1789). Because Distance Learning is state-supported, South is able to pay the regular instructional part-time rate (with the exception of experimental telecourses).

Through the college’s Faculty Development Program and the Teaching and Learning Center (TLC), Distance Learning teachers are provided training in

the development of Distance Learning course materials as well as the use of the various technologies and related pedagogy. Examples include courses for instructor using software products that simplify design and management of on-line instruction. The TLC provides faculty support, as well as other aspects of the implementation of Distance Learning.

Completion and retention rate have been a concern of faculty. A recent study (see Table II.15) demonstrates that faculty are doing a good job helping students to complete their Distance Learning classes. As illustrated in the table, course completion rates for South’s Distance Learning classes are currently 86 percent, the highest in the state

Table II.15
Distance Learning Completion Rates – Winter Quarters

COLLEGE	WINTER '99			WINTER '00		
	Total Credits	Credits Completed	Completion Rate	Total Credits	Credits Completed	Completion Rate
South Seattle, 064	769	663	86%	533	457	86%
Grays Harbor, 020	576	428	74%	1,279	1,017	80%
Centralia, 121	1,559	1,356	87%	1,134	904	80%
Columbia Basin, 190	1,545	977	63%	355	285	80%
Wenatchee Valley, 150	813	645	79%	1,087	854	79%
Spokane falls, 172	7,026	5,655	80%	7,485	5,919	79%
Clark, 140	1,218	954	78%	1,336	1,036	78%
North Seattle, 063	1,579	1,304	83%	1,760	1,360	77%
Yakima Valley, 160	1,712	1,315	77%	2,728	2,066	76%
Walla Walla, 200	1,349	910	67%	1,390	1,050	76%
Tacoma, 220	945	780	83%	880	670	76%
Bates, 280	322	217	67%	126	96	76%
Everett, 050	2,052	1,410	69%	1,885	1,418	75%
Renton, 270	30	10	33%	60	45	75%
Edmonds, 230	2,789	2,126	76%	4,496	3,335	74%
Peninsula, 010	695	540	78%	946	688	73%
Whatcom, 210	1,110	805	73%	1,130	820	73%
Shoreline, 070	1,215	844	69%	2,508	1,797	72%
Big Bend, 180	710	535	75%	581	421	72%
Lake Washington, 260	70	30	43%	351	254	72%
Skagit Valley, 040	4,827	3,419	71%	5,468	3,880	71%
Green River, 100	1,946	1,378	71%	3,764	2,583	69%
Bellevue, 080	5,027	3,360	67%	7,610	5,164	68%
Highline, 090	1,039	701	67%	1,526	1,045	68%
Spokane, 171	2,497	1,720	69%	2,888	1,953	68%
Lower Columbia, 130	1,121	745	66%	918	613	67%
Seattle Central, 062	2,425	1,960	81%	2,249	1,489	66%
Olympic, 030	1,180	885	75%	743	482	65%
South Puget Sound, 240	1,244	803	65%	989	443	45%
Pierce, 110	1,749	813	46%	3,755	1,645	44%
Bellingham, 250	0	0	—	0	0	—
Clover Park, 290	0	0	—	0	0	—
SYSTEM	51,139	37,288	73%	61,959	43,789	71%

Standard II

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STANDARD III

STUDENTS AND STUDENT SERVICES

STUDENT SERVICES PURPOSE AND ORGANIZATION

INTRODUCTION

The Student Standard describes and analyzes personnel, policies, and procedures as well as resources that support student learning at the college. The purpose and organization section provides an overview of the Student Services mission and staffing, followed by a description of the departments and the services provided to meet student educational objectives. An analysis of Student Programs, Child Care, Student Media, Intercollegiate Athletics, and Intramural Sports follows. The final section addresses the Campus Security operations, Bookstore, Food Services, Housing and College Publications. The Student Standards Committee review of Student Services was accomplished by identifying and examining existing survey data, by conducting interviews with instructional and student services staff, and by further analysis based on student interviews and student surveys to determine campus perceptions of program effectiveness.

Student Services has established its own mission statement consistent with the Campus and District mission statements:

Responding individually and collaboratively to the needs of students, staff and faculty, we:

- Use a student-centered philosophy to design, implement and assess our practices for successful student development
- Integrate education with personal growth
- Provide service that is respectful and inclusive of the diverse perspectives and the changing needs of our campus population

South Seattle Community College Student Services provides responsive support to the learning, development, and success of its diverse campus community.

GOALS AND OBJECTIVES

Each unit within Students Services annually identifies three to five goals that align with the department and college mission statements. Strategies towards goal attainment and measurable assessment methods are identified within each unit (see Exhibits – Evidence of Unit Goal Attainment).

Enrollment Services (Assessment, Registration, Credential Evaluation, and Students Records), Financial Aid, Counseling/Advising, and Career Services areas are conveniently located within the same building. Student Programs offices are located in the new Jerry M. Brockey Building, designed specifically for student programs. Services for Students with Special Needs is located in the adjacent Library and Learning Center, close to tutoring, English and math labs.

Delivery of services within Student Services has been re-engineered within the past five years in response to South's growing population of students with multiple responsibilities and limited time. The hours of service for the testing, counseling/advising, registration, and financial aid offices have been extended to weekend and evening walk-in hours. The college has invested in technological resources to provide students with online accessibility in order to expand college services in remote locations. A web-based application, Student Online Services provides extended hours of service for students to access their college records, register via the web, waitlist for a class, check their financial aid status and/or print a transcript in a secure environment.

PERSONNEL/STAFFING (3.A.2)

The administrator in charge of Student Services is a Vice President who reports directly to the President. There are two Associate Deans and one Assistant Dean in the department as well as four directors, two assistant directors, and five managers (see Exhibits – Organizational Chart for Student Services). The Managers of Student Services work

collaboratively to insure that Student Services is effective in meeting the goals of the institution and the department. The management team, advisors, faculty, and staff members of Student Services play an active role in the college community and are represented on the Curriculum and Instruction Committee, Instructional Council, College Council, and President’s Cabinet in addition to participating in all college-wide initiatives.

The hiring of staff at South is carried out according to district policy and state law. The college Human Resources department processes incoming applications and forwards them to the appropriate unit which then carries out the interviewing process. The top two applicants are referred to the Vice President or President for final interview.

Job responsibilities are formally described in the posted job descriptions. Specific assignments and areas of responsibility are made known by the immediate supervisor and colleagues during the first weeks of employment. Job expectations are further delineated on each employee’s evaluation as performance expectations.

Evaluation occurs at different times for different employee types. Classified staff are evaluated after the third and fifth months of employment and annually thereafter. For faculty (the classification of counselors in Student Services), the three-year tenure process is an ongoing evaluation. Once tenured, counselors are evaluated every three years by their supervisor. Student evaluations are included in the tenure and post tenure process. Immediate supervisors evaluate administrators. A self-evaluation asks each administrator to comment on achievement of his or her annual goals.

As shown in Table III.1 below, of the 50 staff, 13 have advanced degrees, 15 have undergraduate degrees, and 13 have associate degrees or certificates. Twenty-six Student Services staff members have over ten years of experience in their fields; 40 have at least five year’s experience. Four members of the Student Service management team were elected to serve as president of their statewide professional councils in 1999-2000.

Table III.1
Student Services Staff Profile

	Staff Classification		
Categories	Professional	Support	Counselor/ Faculty
Gender			
Female	18	23	1
Male	2	4	2
Terminal Degree			
PhD, EdD	1		
MD, JD, MSW	1		
MA, MS	7	1	3
BA, BS	9	6	
AA, AAS, Certificate, etc	1	12	
Years Experience in Field			
none			
less than 5	3	7	
5-10	5	7	2
11-15	5	5	
16-20	5	3	2
more than 20	1	5	
Full Time/Part Time			
Full-time			
9/10 months	2		3
12 months	17	25	
Part-time			
9/10 months			
12 months	1	2	

All members of Student Services have appropriate qualifications for their jobs. A structured hiring process ensures that only those who meet the requirements of the job are considered for employment.

Once hired, further professional development is available to staff at all levels. For example, Veteran’s Day has been designated as a professional development day for classified staff. In addition, the Career Center has designed a workshop series to support Student Services staff in developing their individualized long-term career plan. Faculty and staff development opportunities on and off campus keep faculty and staff up to date on computer applications, customer service techniques training, and college initiatives.

Timely evaluations have become more systematic at South over recent years, as a response to the Employee Climate Survey of 1992 in which employees indicated a dissatisfaction with the timeliness of evaluations.

Analysis and Appraisal

Student Services, as well as other departments on campus, suffers from inadequate staffing. In the most recent employee climate survey (1999), 59 percent of respondents were dissatisfied with the staffing levels. The college's response to limited staffing levels has been to finance a technology infrastructure of online tools for students. The anticipated gain is that user-friendly technology will encourage students to access college information and their educational records independently. Student Services staff relieved of information retrieval tasks will have more time to assist higher-need students.

Results from the Student Services Staff Survey also indicated that the need for additional professional development training was a number one concern. In response, two workshops were developed for staff to assist them in identifying their professional development goals. Each staff member developed, in consultation with his or her supervisor, a 1999-2000 professional development plan.

DEPARTMENTS/SERVICES COUNSELING/ADVISING

The college requires academic advising for all new students as a part of the college entry process. Following a placement test, new students are referred to an advisor or counselor and are informed of the steps to enroll at South. Undecided students are advised to take advantage of career counseling services available in both the Counseling Center and the Career Center.

The Counseling and Advising Department is committed to providing responsive, student-centered services at convenient times. Students may meet with counselors and advisors during morning, afternoon, or evening hours with occasional Saturday sessions. To respond to student needs, counselors offer both one-on-one career counseling and career planning courses. (3.A.3)

Four advisors and three counselors, as well as some faculty advisors and instructional administrators, provide advising services for prospective and enrolled students. Counselors are faculty members who have master's degrees and provide students

with educational, career, and personal counseling to achieve their goals. (3.A.2)

Counselors are also available to help students select a career path, identify employment trends, and select training for obtaining employment. Counselors assist students in the interpretation of assessment tools and provide assistance with personal problems that are interfering with the success of their educational program. Counselors and advisors provide services for students who have selected a program of study and need assistance with certificate and degree requirements, program planning, course selection, quarterly scheduling, and college transfer information.

Three counselors and three advisors are housed in the Student Services area. The Coordinator of Professional/Technical Support Services provides advising exclusively for several of the technical programs and has an office in the technical education building. Advisors and counselors in the Student Services area also share the advising responsibilities for technical programs. In addition, the International Programs Manager advises international students. Weekly meetings of all counselors and advisors ensure that program information is consistent, accurate, and up to date. Students receive a handout at orientation and at the receptionist's desk that explains specific responsibilities of counselors/advisors.

During their initial advising session, students meet with a counselor or advisor in 30-minute appointments to discuss their career goals, the results of their placement test, and which classes will meet the requirements of their program. The 1996 Student Services Staff Survey indicated that 81 percent of students rated their counselor/advisor as knowledgeable about the college's programs of study. Between the 1993 and 1996 Student Services Staff Survey, student satisfaction increased from 71 percent to 77 percent in counselor helpfulness with program selection. (3.A.3)

Advisors and counselors are available throughout the quarter, some on a drop-in basis, to see students with advising issues. Low-scholarship students are sent a letter to advise them of their probationary

status and/or request that they see an advisor or counselor to discuss academic support and referrals to campus services (tutoring center, writing center, math labs). A hold (computer block) is placed on the probationary student's registration for the upcoming quarter to insure that the student follows through with the advising appointment. A copy of the low-scholarship letter is also sent to the instructional Associate Dean to insure that the student receives adequate support in the upcoming quarter. Academic standards of progress are published in both the quarterly schedule and district catalog. (3.A.1)

In addition to the general advising responsibilities, advisors are assigned special areas of expertise such as e-mail advising. In January 1998, e-mail advising was inaugurated with promotion in the quarterly schedule. Virtually any advising service available to students in person is available through AdvisorSouth@sccd.ctc.edu. In addition to the "AdvisorSouth" option, students may receive advising on-line by responding to South's web site and typing in their questions. (3.A.1)

Additional advisor responsibilities include the coordination of the College Transfer Center. The Center is responsible for bringing university representatives to campus and providing information about transfer to students in private appointments, class sessions, and workshops around campus. The coordinator also produces a quarterly transfer newsletter and coordinates the Fall College Transfer Fair and the Evening Fair.

Another advisor handles advising issues unique to English as a Second Language students (ESL). This person gives orientations to new ESL students in their English classes, helps low-level ESL students make the transition to college credit classes, and acts as a liaison between the students and instructors when problems arise. The manager of the Advising Center manages the Running Start program and the Information Center.

Analysis and Appraisal

Recognizing that enrolling in college can appear very confusing to new students, an effort was made in 1998 to clarify the process, resulting in a hand-out entitled New Student Enrollment Checklist.

This handout clearly outlines each step and provides important phone numbers for new students. The process for new student enrollment is clearly stated during testing and is published in the quarterly schedule. Counseling/Advising has implemented a system of increased student contact whereby students must check-in with an advisor or counselor at least three times during their program of study. To ensure completion of graduation requirements, students meet with an advisor/counselor before their first quarter, and after two quarters in order to make a long-term plan, and before their final quarter.

A survey of former Associate of Arts graduates, from 1995 to 1998, the Student Alumni Outcomes Survey, rated the college's advising service at 3.67 on a scale from 1 (very dissatisfied) to 5 (very satisfied). The national average is 3.66. Strategies have been implemented with the goal of increasing South's rating well beyond the national average.

Although e-mail advising has enabled the college to respond to a different audience, the college web pages have been underutilized for Student Services and advising in particular. With the hiring of a temporary webmaster and plans to hire a permanent webmaster, Student Services web pages are being updated. The new advising pages will include information on counseling/advising responsibilities, currently provided as a written handout.

ENROLLMENT SERVICES

ADMISSIONS (3.D.1)

Anyone eighteen or older or who is a high school graduate *or* who has a G.E.D. may attend South Seattle Community College. However, an underage application waiver is available for consideration. The college also offers a free high school completion program for students nineteen years of age or older. Special programs at the college (Running Start, International Students Program) have separate admissions guidelines based on state and national regulations that apply to the program or population served.

REGISTRATION

Students register for classes by phone, web, or in-person depending upon their particular preference. Registration appointment times are assigned based

upon the number of credits earned. The variety of registration options supported by the college and the length of time allowed for students to use registration technology to refine their class schedule (through the first week) are unique to South Seattle. A new class waitlisting feature has been added to the student enrollment system that ensures equitable policies for registering for popular classes. Students who choose to register in person rarely have lines longer than five students.

Analysis and Appraisal

The college has continued to support a sophisticated array of student services technology introduced to the staff and students in rapid succession over the past five years. Student Services Online (web registration and access to personal college records) and Touchtone (telephone) registration are dependable and user friendly. An electronic online admissions application and college response are being piloted in the summer 2000. The hiring of a webmaster is anticipated to improve student access to the technology by utilizing online registration instructions and creating user-friendly links to information about the college. Student focus groups, survey questions, and classroom presentations provide valuable information to staff in reducing roadblocks to using technology and encouraging easy access.

PLACEMENT (3.D.3)

Appropriate policies and procedures guide the placement of students in courses and programs based upon students' academic and technical skills. Generally, these skills are assessed using results from standardized math and English tests administered on campus (COMPASS [Computerized Placement and Assessment Support System], ASSET [Assessment Skills for Successful Entry and Transfers], and SLEP [Secondary Level English Proficiency]) or the satisfactory completion of course prerequisites.

The college utilizes an enrollment software system that checks to determine if the student has either the appropriate test score to be admitted into a class or has taken a course prerequisite. Students who are blocked from enrollment are required to obtain an instructor's permission or provide a transcript from an accredited college-level institution indicating previous courses in written English and math-

ematics. Students registering for 5 credits or less in a vocational course, fine arts studio, or performance course are not required to take an assessment test. If a student believes test scores fail to accurately reflect his or her skills, the student, advisor, or faculty member may request additional testing, including a writing sample. In the 1996 Student Services Survey, student satisfaction indicated 64 percent of students were satisfied with English placement and 59 percent of the students were satisfied with math placement following completion of the ASSET or SLEP tests. In addition, the General Studies Program conducts additional testing to determine into which Adult Basic Education or English as a Second Language course a student should be placed.

Analysis and Appraisal

The use of a computerized requisite checking system at registration has helped encourage dialogue among staff and faculty regarding program admission practices and enforced entry standards. Requisite checking and assessment cut-off scores are reviewed and updated annually. The counselors, advisors, and the assessment director meet regularly with program deans and faculty to discuss student success issues tied to assessment testing and course sequencing. These exchanges serve as a further check and balance of the system.

Faculty, more than any other group of personnel at South Seattle Community College, know whether students have been placed appropriately and whether the placement process ensures a reasonable probability of success. The majority of faculty members who participated in a recent study were "very satisfied," "satisfied," or "neutral" (i.e., "neither satisfied nor dissatisfied") about "the accuracy of student assessment and placement process."

During spring 1999, faculty members responded to the South Seattle Community College Climate Survey, which was adapted from the CESTA and PACE by George Baker. Item 54 on this study measured the extent to which faculty were satisfied with "the accuracy of student assessment and placement process." Seventy-one percent (71%) of the full-time faculty who responded and 77 percent of the part-time faculty who responded indicated they

were “very satisfied,” “satisfied,” or not dissatisfied (i.e., “neither satisfied nor dissatisfied”) with “the accuracy of student assessment and placement process.”

ACADEMIC RECORDS (3.C)

Academic records are maintained in a secured, fireproof room within the Robert Smith Building. Access to the record room is restricted to authorized personnel, who have a legitimate need to access student files. Within the record room, student files are prepared and maintained. These files are purged and rearchieved based on the state policy for records retention.

The Seattle Community College District catalog addresses credit requirements for each certificate and degree program. Instructor course syllabi distributed to students each quarter outline the criterion by which the instructor will evaluate student performance. Instructor Briefcase, a web-based software system for submitting grades was made available to faculty in 1999. The new secure system is PIN (Personal Identification Number) protected and allows faculty to input their grades directly into the Student Management System (SMS) providing added security and reducing the handling of grade reports by staff. (3.B.5)

Prior Learning

The college has new written procedures to evaluate and determine credits for prior student learning. The policies were developed by a college-wide committee of instructional and student services deans and faculty. The committee used statewide community college standards for prior learning assessment in developing South Seattle’s model (see Exhibits – Application for Prior Knowledge Credit). Evaluation occurs within the instructional unit by faculty or instructional deans who are content specialists. Faculty determines the method of evaluation (examination, portfolio, or demonstrated practical application) and set the criteria by which the student is assessed.

Incoming Transcript Evaluation

In compliance with policy, student transcripts distinguish noncredit coursework with a below “100” level designation. Student performance in

apprenticeship classes, ABE and ESL classes are evaluated and noted on the transcript with an “S” for satisfactory or “NC” for No Credit.

The Credential Evaluation Office receives all incoming applications for evaluation of transfer student transcripts. Each student receives a letter of explanation after the coursework has been evaluated. The credential evaluator evaluates coursework for the Associate of Arts degree utilizing standards established by the state advisory group and the Inter-College Relations Commission. Tools for evaluation include online college catalogs available through the world wide web, hard copy catalogs, and standard transfer agreements with other colleges. In evaluating vocational credit, the credential evaluator works closely with the instructional faculty and the division deans to determine coursework commonality between institutions.

Transfer credit is accepted from regionally accredited institutions identified in the *Accredited Institutions of Post Secondary Education* directory, American Council on Education. International students transfer credits are evaluated using original transcripts and formal guidelines and publications. In the event that the international student coursework cannot be verified, the student is referred to an evaluation agency specializing in foreign transcript evaluation services.

An Articulation Committee was formed at the college in the summer of 1998. The committee members include the Vice President for Instruction, faculty, registrar, and credential evaluator. The committee meets as needed to evaluate articulation proposals.

CONFIDENTIALITY AND THE SECURITY OF COLLEGE RECORDS (3.C.6)

The college registrar has responsibility for informing the faculty, students, and staff about confidentiality and The Family Educational Rights and Privacy Act of 1974 (FERPA). (3.D.5) FERPA guidelines are posted to the college’s public information folders for staff reference, and the part-time faculty handbook addresses FERPA rights of students. The Seattle Community College catalog

further describes FERPA under Student Rights and Responsibilities in the college catalog. A statement regarding student's right to have Directory Information withheld appears in every quarterly schedule of course offerings and a handout is made available to students.

Access to the SMS requires a password and is further restricted by user levels of access, such as "look-only" or "change record" based upon the department administrator's recommendation and final review by the college registrar. A user name traces any transaction or change to the student information system back to a specific college staff member. SMS users are reviewed annually by department administrators to insure that the access level is appropriate to the job responsibilities and that the SMS user list is current.

ANALYSIS AND APPRAISAL

Prior Learning Policies

In 1999, the college prior learning policies and practices (credit by exam and credit for work experience) were reviewed by a team of instruction and student services administrators, faculty, and counselors. The prior learning process was reviewed in response to the need to train new faculty and administrators in Professional/Technical Programs, and due to student feedback that the process was confusing. Written procedures were revised and one form was created to serve as a guide for students and faculty on prior learning assessment procedures.

College Level and Non-Credit Coursework

As part of the self-study process, the Students Standards committee also reviewed the current quarterly schedule and made recommendations to further distinguish between college-level credit and non-credit coursework. Recommended changes were implemented in the quarterly schedule for fall of 1999 in the Continuing Education section, now identified more clearly with a "noncredit" notation. The college is in compliance with the Northwest Association of Schools and Colleges guidelines for credit quantification of student learning. Noncredit classes do not appear on student transcripts.

Transfer Credit Evaluation

The current system of evaluating incoming credits is student-centered and timely. Students receive first-quarter feedback on the transferability of credits taken at other institutions and the credits are noted in an automated student degree audit system. An evaluation of transfer-in credits can be requested before a student is admitted to the college. The college follows American Association of Collegiate Registrars and Admissions Officers guidelines for posting transfer-in credits on the transcript separately from credits earned in residence. The college's Alumni (Survey 95-98) reported a satisfaction level (3.91) higher than the national norm (3.81) for the policies and practices of evaluating transfer-in credit.

Security of Student Records

The Records Room was recently inspected for fire safety by Campus Services and is up to code. Within the records room, official college forms and the school seal are kept in a locked cabinet. Transcript information is maintained on the SMS database, which is backed up on a daily basis. The Computer Information System, the computer consortium for the community and technical colleges, maintains a master off-campus file.

To ensure that all staff and faculty are current on student privacy laws and FERPA regulations, the Registrar conducts staff training sessions throughout the year. At least 1 session is open to all staff and faculty annually. Specialized training sessions focus on curriculum content that faculty, counselors, or work-study students need to know about FERPA regulations. New staff and faculty are given FERPA information attached to their user ID that gives them access to the SMS system and part-time faculty are given a handbook that includes a section on FERPA. FERPA handouts are distributed to students at orientation, registration, and by mail.

IDENTIFYING NEEDS OF THE STUDENT POPULATION (3.B.1)

Demographic information is collected through student enrollment forms completed at the point of enrollment (see Exhibits – Student Characteristics Summary). Additional data concerning students self-identified needs for support services is gath-

ered when students take their assessment tests. Data entered into the Student Management System (SMS) are used by the State Board for Higher Education to determine need for funding of student services.

To more accurately determine the demographic balance of students at the main campus and the nearby Duwamish Industrial Education and Apprenticeship Center, the college reports the data from both campuses together and separately. Information is also gathered from student focus groups, surveys, and student questionnaires administered annually. This supplemental information is analyzed and used to plan student support services and programs. College departments use the data to evaluate the current services for ethnic minorities, students with disabilities, veterans, low-income students, single parents, and first-generation college students to assess what is working and identify additional needs.

As a result of South's diversity and first-generation and income-eligible student population, South Seattle is one of the few colleges in the northwest that has received all three of the Department of Education's TRIO grants: Upward Bound, Student Success Services, and Talent Search. All of these grants are designed to identify low-income and first-generation college students and to support their successful completion of high school and college.

The college staff, faculty, and administration encourage students to be responsible for their own education by setting goals, creating an academic plan, and working diligently to complete their program. Identifying and serving students' learning and special needs as part of the counseling/advising process is encouraged at South Seattle Community College. Students who identify special needs are referred to the Special Student Services office for assistance. Faculty and staff at the college receive training in services available to students with special needs and in making sensitive referrals for these services. All students are encouraged to see a counselor or advisor every quarter to schedule classes and discuss their progress.

Analysis and Appraisal

The college responds to the special needs of students by offering a variety of supplemental learning environments. The Tutor Center, Writing Center, and Disabled Student Services Offices have been in operation since 1991. New this year is the Math Study and Tutoring center, which provides drop-in tutoring for all levels of math and science. In addition, Student Services offers assistance through the Career Center, Financial Aid office, advising services, and Student Success Services. A mentoring program has been in place since 1990. The program pairs new students with staff and student mentors who help them adjust to college life.

The college community is committed to being responsive in serving its diverse student population. The 1999 Alumni Outcomes Survey results indicate that on a scale of one to five in which five is strongly agree, and one is strongly disagree, the response to the statement: "this college is equally supportive of all racial/ethnic groups" the average student response was 4.02 compared to the national average of 3.75.

In response to the 1999 Community College Student Experience Questionnaire, (CCSEQ) survey question "to what extent is SSCC a comfortable environment for all students, free of harassment of any kind," 91.7 percent of the Caucasians responded very comfortable or comfortable, as did 62.5 percent of African Americans, 83.3 percent of Hispanics, and 85.8 percent of Asian Americans. It is apparent that more efforts need to be made to increase the sense of comfort among African American students (see Exhibits – CCSEQ). Also retention rates among African Americans is 54 percent at the end of three quarters compared to 63 percent for Caucasians.

The college has created a centralized Information Center where knowledgeable staff can assist students with department referrals as well as consumer information required through Student Right to Know legislation.

CAREER INFORMATION AND EMPLOYMENT CENTER (3.B.1)

The Career Information and Employment Center services support the college's Mission statement, which states that we will provide learning experiences that will prepare students for their goals for career and life. The Career Information and Employment Center provides resources to address goal setting and career exploration during the students' first few quarters at the college. Staff provides assistance in identifying survival jobs students may need in order to stay in school and job search preparation and coaching for finding a career position upon graduation.

Two career specialists are qualified to help students explore different careers and to identify their interests, skills, abilities, and values. Both are certified to interpret the Strong Interest Inventory and the Myers Briggs Type Indicator. Career counselors work individually with students to help them to discover and articulate the skills, preferred work environment, and values that they would like to give expression to in a career. The Career Center is equipped with 12 computer stations that students use for Internet exploration, career exploration, and preparation of resumes and cover letters. The Career Center staff has book-marked hundreds of web sites that provide information about employers, free assessments, descriptions of skills necessary to succeed, and clues to organizational culture.

The Career Center has 45 career-related videos and a library of 120 volumes of the most popular career literature. In addition, the *Vocational Biography* series is updated semiannually and provides easy to read descriptions of hundreds of less common occupations.

The Career Center receives over 300 jobs per month by fax, mail, and e-mail. The job announcements are categorized by field and posted either in notebooks or behind a glass case. Career Center staff coordinate closely with vocational faculty. They forward relevant job leads to faculty and make 10-15 classroom presentations per quarter to inform students about the career development process and the resources available. Annually, Career Center staff organize a Career Fair to bring employers onto

campus to discuss with students expectations of jobs in their field as well as to receive resumes of interested students. In August of 1999, the college was selected to be a Pilot Affiliate WorkSource Site by a King County partnership of business, government, organized labor and community based organizations. The Career Center has been relocated to an expanded space to accommodate community service partners, and career resources to serve the general public as well as students. Community partners will enter into a resource sharing agreement, paying rent for space and contributing staff time to serve customers.

Analysis and Appraisal

The Student Services Survey indicated a 9.89 percent (or 8 percentage points) increase in student satisfaction from 1993 (81%) to 1996 (89%) to the following question. "Provides information helpful in finding employment." Eighty-two percent (82%) percent would recommend Career Center services to other students.

A customer satisfaction survey conducted randomly in 1999 indicated that among the 85 students, who completed the survey, only 4 percent expressed that they were dissatisfied or did not get what they came for. A large percentage of students utilizing Career Center Services are repeat users indicating that once students access the services of the Career Center, they return and are satisfied with the services they receive.

The Career Center staff is committed to increasing its marketing efforts to reach a greater percentage of the student population. A staff representative has been assigned to link closely with Computing Technology a growing instructional program at the college. Career Center staff is currently working with English as a Second Language instructors to develop competencies for using the Career Center that will be a required part of their coursework. To improve job placement information for vocational students, the Career Center staff organizes a vocationally targeted Career Fair each quarter designed to provide job search information for students with well-defined career interests in specific programs.

ORIENTATION (3.D.9)

Orientation is an important part of each student's college experience and Student Services staff is committed to increasing the number of students who participate. Although attendance has increased over previous years, it is difficult to reach a majority of students who are often overextended with work, family, and community commitments. Consequently, the college orients new students to the college and its programs in a variety of formats and settings. Following the required placement test, Students generally meet with an advisor or counselor for program information and scheduling. Two peer advisors conduct campus tours twice weekly for new students and provide a student's perspective to the enrollment process.

All registered new students receive an invitation in the mail and a follow-up reminder call to attend one of two quarterly general orientations during the week before the quarter starts. This two-hour event, offered both day and evening, includes information on campus resources, the culture of college, registration, safety, time management, and requirements for transferring to a four-year school presented by administrators, current students, and faculty. Orientation is followed by the opportunity to meet with personnel from specific departments, including special population advisors, and a campus tour. Fall quarter attendance at orientation over the past three years (1997-2000) has averaged about 133 students; winter quarter 40 students; and spring quarter 52 students. In the 1996-97 academic year, only a total of 74 students attended for all three-quarters combined indicating that the mailing and follow-up calls to students adopted in the last three years have encouraged student attendance.

New international students receive a comprehensive week long orientation. Beginning with activities to acquaint new students with each other, the sessions cover enrollment services, campus safety, immigration information, intercultural communication, and culture shock awareness, as well as an activity to acquaint students with Seattle, usually hosted by the International Student Club. In addition, a two-credit class (HDC 200 Orientation to Success in the American College) provides

international students with knowledge and skills to enhance their success at college.

Some orientations are given to subsets of students once the quarter is underway. New English as a Second Language students learn about campus resources, procedures, and deadlines from an advisor who visits their classrooms. Transfer students receive transfer information in sessions outside of class hours mid-quarter.

In addition to the orientations available prior to the beginning of the quarter, several courses are in place designed to aid students in getting the most out of their college education. In Fall 1999, a Freshman Seminar was created by two faculty members who offered the course as coordinated studies and added information of benefit to new students, such as study skills and familiarity with campus resources. Available to eligible students, the federally funded Orientation to College Success is a three-credit orientation class that has increased the success rates of students who take it. EGR110 Engineering Orientation helps identify skills necessary for the field of engineering and also brings in guest speakers to acquaint them with career options in the field. The library offers several workshops to orient students to its resources and databases.

Analysis and Appraisal

Previous surveys of students and staff have disclosed that student preferences cover a variety of formats, such as general orientation sessions, advising appointments, class visits, and school newspaper articles. South Seattle has tried to cover all these bases, although, inevitably, some students do not obtain sufficient college information to support their first quarter.

An orientation class for credit was created in fall 1999. This class allows staff to cover more thoroughly topics such as time management, cross-cultural communication, career planning, and college resources. The students who chose to take this class reported satisfaction at learning about the college resources early enough in their academic career for them to utilize the services.

In general, students attending orientation in all its forms report extremely high satisfaction with the various formats and information received. The college's continuing challenge is to provide crucial information to a diverse audience of new students. Comprehensive information on-line has become more important as younger, more computer-literate students research colleges and distance learning opportunities by Internet. To serve this population of online users, the college is updating its student services web pages in the summer of 2000.

FINANCIAL AID (3.D.6)

The U.S. Department of Education requires students who receive financial aid to possess a high school diploma, pass the General Educational Development (GED) test, or pass an approved standardized test to demonstrate the "ability to benefit" from the instruction available and commensurate with the expectations of a given institution. (3.D.3) The Assessment Services Office and Financial Aid Office work together to ensure that students who receive financial aid satisfy the "ability to benefit" requirement.

South Seattle Community College serves one of the lowest income neighborhoods of the City of Seattle. As a result, a very high percentage of students apply for and receive some form of financial assistance to attend the college. The Financial Aid Office has developed clear and concise written policies and procedures to make the student's journey through the financial aid process as simple and understandable as possible within a very complex array of programs and regulatory requirements. (3.D.7)

South Seattle participates in all five of the federal, state, and local grant programs and in both the federal and state work-study programs (see Exhibits – Statistics on Financial Aid Types). In addition, the Financial Aid Office informs students of available scholarships and assists them with free scholarship searches. Students with funding from agencies are assisted with tuition and fee payments and the purchase of books and supplies. Students in short-term training programs are assisted through the state's Worker Retraining and Work-Based Learning programs. Referrals to private student loans are made to students who desire a loan option. (3.D.8)

The availability of financial aid is communicated to students in numerous ways. A consumer information document entitled; "The Financial Aid Guide" is given to every financial aid applicant when s/he picks up the application. This document describes all of the financial aid programs available to a student, the process for applying for the aid, and the requirements for maintaining eligibility from quarter to quarter. In addition, the Financial Aid Office has available on a continual basis at its front counter the Federal Student Guide (a document that describes Scholarship Resources) and the New Student Enrollment Checklist (see Exhibits). Information regarding financial aid availability is also contained in the college catalog and the quarterly class schedules. Upon request, the financial aid staff make oral presentations to high schools, community groups, and educational fairs. At least one knowledgeable employee is available at all times to answer questions and assist students with the Financial Aid application process.

The college does not participate in any of the regular student loan programs. By 1985 the default rate for the Perkins Loan Program had exceeded 50 percent, and by 1993 the default rate for the Stafford Loan Program had exceeded 35 percent for the three previous years. Since high default rates jeopardize an institution's eligibility to participate in all the other aid programs, the college made the decision to focus its aid programs on grants, work-study, scholarships, and third party agency funding. Students who have a strong desire to obtain a loan are referred to three private student loan organizations.

South Seattle Community College is in compliance with the U.S. Department of Education's guidelines regarding eligibility criteria for individuals who can receive awards. The Assessment Services Office uses COMPASS (Computerized Placement and Assessment Support System), ASSET (Assessment Skills for Successful Entry and Transfers), and SLEP (Secondary Level English Proficiency); all approved standardized tests to demonstrate "ability to benefit."

The Financial Aid Office Director budgets aid dollars to ensure the availability of funds for all new and eligible students throughout the full academic year. Summer quarter financial aid is funded from

left over funds and distributed on a priority basis set by the Office of Instruction. This allows priority support for students whose programs require summer attendance. In recent years, however, funds have been sufficient to assist all students who want to attend during the summer.

The college has demonstrated its commitment to financial aid programs by providing sufficient staff, equipment, technology, and a positive working environment. The staff are well trained and have a long-term commitment to the office where the average years of experience is twelve years among the six employees.

The Financial Aid Office assesses each student's need and coordinates appropriate fund sources to insure student aid is not over-awarded. An added benefit of coordinating all funds to students through the aid office is the smooth disbursement system in place to pay for tuition, fees, books, and supplies and the generation of checks.

Technology for the financial aid operation is provided through the state community college computing consortium, which purchases the software and provides interfaces to ensure proper internal control of funds and accurate calculation of awards to students. The consortium also provides consultants to assist the college with technology problems as they arise.

There has been a significant drop in the number of financial aid applicants and recipients as the number of students entering regular college programs over the past five years has dropped from 2,930 to 2,537. The drop in aid dollars expended has been less dramatic since there are annual increases in each program to adjust for inflation. The number of recipients and their relative need determines the dollars available. The Financial Aid office has been able to maintain our 50/50 gift-aid/self-help-aid ratio in the financial aid packages offered to all students throughout each academic year.

The Financial Aid Office staff maintain a philosophy that emphasizes students' needs while complying with the law and protecting federal aid dollars from fraud and abuse. All financial aid applica-

tions have to meet a test of "reasonableness" before an application can be evaluated and awarded. The Financial Aid Appeals Committee operates with a similar philosophy, that is, granting students another chance by reinstating aid when there are documented "extenuating circumstances" for failure to complete credits and requiring students without such circumstances to earn their way back on financial aid by completing at least one quarter of self-paid tuition.

Office policies and procedures are reviewed and updated collectively by the staff. The goal has been to communicate a complex process in the simplest, shortest possible way, and to provide ongoing support to students throughout the application process. Students are then able to move from applicant to recipient with the least number of roadblocks and with the least amount of aggravation. In recent years, the college and the Department of Education have been able to incorporate various uses of technology to better communicate with students and to assist them in the application process.

Analysis and Appraisal

The college has provided adequate hardware and consultant support to meet the department's requirements. Most importantly, the college has committed resources to employ a highly skilled technology person in the Financial Aid Office. The financial aid software was purchased in the mid-80s for the community colleges statewide and is outdated. The state computing consortium staff has been researching new software but has not been able to find a software package within available dollars.

The Financial Aid Office operating budget is minimal. Staff training opportunities are limited to two instate meetings each year. However, Financial Aid staff are encouraged to apply for professional development funding available through the district, the college, and the SSCC Foundation to extend the training dollars.

The office is adequately staffed with six employees having two to twenty-one years of experience (average of fourteen years). Employees are well trained, skilled in their assigned tasks, and dedicated to helping students. In the last couple of years, there

has been inadequate support from Accounting. The district office currently has only one accounting technician doing the financial aid accounting for three large colleges and one small vocational institute. There has not been a professional accountant overseeing financial aid fiscal services or someone to call upon for problem-solving assistance.

The Financial Aid Office has had strong support from senior management. Both the President and the Vice President for Student Services understand department needs and ensure that the Financial Aid office is adequately supported.

The Financial Aid Office has been able to maintain a stable flow of dollars to needy students attending this college. In spite of limited operating dollars, the office is adequately staffed and provides quality services to the students it serves. There was a 4.5 percent increase in student satisfaction between the 1993 and 1996 Student Services Survey concerning the four questions relating to Financial Aid.

BUDGETS (3.A.4)

The college adheres to the state funding model, that which allocates 12 percent of the college's budget be allocated to student services. However, because Washington State's allocation to community colleges is inadequate, funding for Student Services is also inadequate. The Washington State economy is now very strong, however Initiative 601 limits state spending to a percentage of the state inflation rate. The college is still recovering from funding cuts in the early 90s. Nevertheless, Student Services staff has learned to cope with the shortage of staff and resources in a number of ways. Staff have participated and been successful in writing grants. The college has received two Title III grants in the past ten years with activities that provided student service enhancement. Currently the college has 3 grant-funded programs under the TRIO program. In addition, the college is preparing for the future by funding technology as a way of alleviating staffing shortages. While the savings in staff time has not yet been realized (over two-thirds of the college's students still register in-person), it is anticipated that over time the services available to students through online technology will help offset low staffing levels.

A new budget process has been developed to equitably distribute funds available. During 1998-99, the president of the college appointed an Institutional Effectiveness Committee to develop a document that would set the direction of the institution for the next five years. In the fall of 1998, each Student Services unit set goals for the biennium. In developing the goals, departments were asked to relate each goal and objective to one of the institutional goals. The President stated that budget allocation decisions would reflect priorities set forth in the Institutional Goals document.

Analysis and Appraisal

There has been significant improvement in the campus-wide budget process that now allocates resources on the basis of identified needs and institutional priorities. In the spring of 1999 a climate survey administered to staff indicated an increase in satisfaction from 1995 to 1999 in the extent to which institutional priorities are reflected in decision making (see Exhibits - Climate Survey). The same climate survey also shows an increase in satisfaction with the extent to which the organization of the college reflects institutional priorities.

Student Services has had the benefit of funds to make some remodeling enhancements to the Student Services area and purchase modularized office furniture for staff within Student Services. In addition, the college hired an outreach person and created an information desk based on the college's mission and goals.

STUDENT PROGRAMS (3.D.15)

Student Programs is the administrative component of Student Services that provides supervision, management, professional support, and guidance to the United Student Association (USA) the governing student body, the bookstore, art gallery, child care center, intercollegiate and intramural athletics, and the games room. The USA provides a system for representing student interests and viewpoints in the college governance system and provides funding for the various student activities through the service and activity fees collected as part of tuition. In addition to the USA president and vice president, 16 senators serve on the USA.

Standing committees of the USA (academic, activities, child care, community service, finance, and recreational/intramural), along with the other student clubs and organizations, are the vehicles through which programs and activities of the senate are developed. The committees allow for an efficient way to deal with issues that are of interest and concern to students and provide educational experiences through exposure to and participation in educational, cultural, intellectual, recreational, cultural, leadership, and governance activities.

The USA creates, publishes, and distributes a yearly student handbook. (3.D.5) Information about grading policy, sexual harassment, and student complaints/grievance policies and procedures are included in the handbook. (3.D.4) The student newspaper (*The Sentinel*) also includes a yearly issue on how to file a formal and informal student complaint. The handbook and *The Sentinel* also provide information on student conduct and misconduct policy. The college distributes a catalog in addition to individual low scholarship and misconduct letters, which describe the readmission policy and contact person, the Vice President for Student Services.

Analysis and Appraisal

Student programs and activities have grown significantly over the past several years. (see Exhibit - Student Activities Attendance). This is due in large part to the direction and assistance provided by the program staff. The 1996 Student Services Survey showed an 11.5 percent (9 percentage points) increase in satisfaction (from 78% to 87%) in response to the statement that, “student programs provide wide access to social, cultural, education and community activities for students.” By working closely with the members of student government, clubs and organizations, and faculty, staff have increased both the number and variety of events offered to students as well as the college community.

The college serves a culturally and racially diverse population, which includes international students, refugees, and at-risk, as well as academically advanced high schools students. It is in this setting that the richness of the programs and activities are developed.

In order to offer expanded staff support to activities and programs, the college is contacting local four-year college internship offices to advertise the opportunity for graduate interns pursuing advanced degrees in student development, higher education, recreation and the like, who will benefit from an internship or practicum.

PRESCHOOL AND CHILD CARE CENTER

The South Seattle Community College Preschool and Child Care Center is a cooperative enterprise started in 1975 by students and administration. It is a state certified, nonprofit child care center organized to care for the children of college students and employees at the college and to provide them with a preschool experience including a variety of activities, play, rest and general guidance. Funding for the center is provided by the college, the USA and parent fees.

The center is staffed with trained early childhood professionals. The manager handles the overall management and supervision of the center. The lead teachers plan and implement developmentally appropriate curriculum for the children. Program aids, volunteers and work-study students assist in the classroom, on the playground, and at meals.

In 1990, the child care facility was remodeled to expand service from 25 children to 44. Spaces for employees were dedicated at this time. In 1992 child care services were further expanded by opening a new building which can accommodate 60 children aged thirty months to nine years old. The building was designed with children in mind. Located at the south end of campus, the center boasts a large classroom space, a teacher/parent resource room, an indoor activity room, a kitchen and an outdoor playground which sports climbing structures, bike path, gardening area, and covered patio area.

The program provides flexible scheduling options for parents. The child’s preschool schedule revolves around his/her parent’s campus schedule (class time, study time, and/or work time). Daily curriculum is planned according to the individual needs and interests of the children enrolled. Activities are offered to stimulate and challenge children, as well as offer

them an opportunity to choose for themselves and to gain socialization skills.

Parents are welcome to visit and participate in their child's classroom activities, center events, and parent education opportunities that are offered throughout the year.

The goals of the program include:

- Promote visibility and awareness of the child care program on campus
- Provide parents with current, applicable & diverse resources on parenting & family issues
- Promote a sense of belonging for all enrolled families
- Provide a developmentally appropriate preschool program for children while parents pursue their educational and professional goals
- Maintain low child care rates for affordability and accessibility

Analysis and Appraisal

The 2000-2001 school year marks the twenty-fifth anniversary of the preschool and child care center on campus. As the college look to the future it will face with a changing student population, technology growth, short-term training options, and expanded hours for class offerings. The Child Care program will continue to work as partners with the college to meet these challenges. The program will continue to grow and improve while striving to maintain the goal of quality child care services.

STUDENT MEDIA

Student Media (*The Sentinel*) is governed by the guidelines established by the Publications Board, which was established in 1985. This board was formed in response to the district policy on *Student Leadership Programs and Activities, 360.35.2,3 and 4, Board of Publications*.

The Board of Publications is composed of “two-thirds students and one-third faculty/staff/administrators, who have powers set forth in these regulations, and a non-voting faculty member.” Student government appoints student representatives and the faculty; the campus president appoints staff and administrative members as well as a representative from industry (non-voting).

The guidelines set forth the policies and procedures for the publication of the student newspaper “consistent with the limitations provided in Seattle Community College District policies and procedures, and state and federal laws.” Those documents are filed with the student government organization, the designated student services officer and director, and student newspaper.

South Seattle Community College District Procedures 360.35.4, states, “ student newspapers shall be free from censorship and advance approval of copy by the Board, the college administration, faculty advisor, or another person or entity.”

A faculty member serves as the advisor to the paper, which is published every two weeks during the academic year. The advisor usually teaches the basic journalism courses (JRN101 and 102).

The Publications Board meets twice a quarter. Its primary responsibilities are to ensure that the stated policies and procedures are followed, to approve the budget and to hire the advisor and editor.

Analysis and Appraisal

The paper, written and published by students, serves as the primary voice of student issues and concerns on campus. It provides students and others writers and contributors with the opportunity to learn about the print media and all that it entails. The current faculty advisor plans to recruit diverse student writers to better represent the college student body. In addition to articles and editorials written by *Sentinel* staff, the paper affords students, faculty and staff with an opportunity to submit articles, short stories and poems for publication. The paper is widely distributed on campus, in the district and in the community. About 10 percent of the operating budget are raised through ad revenue. The general feedback and comments from faculty and staff regarding the *Sentinel* has been very positive (see Exhibit – Student Publication).

ATHLETICS

Intercollegiate Athletics (3.E)

Without intercollegiate athletics, the Seattle Community Colleges were experiencing difficulty attracting students interested in sports. In January of 1999, the Board of Trustees approved the request by the district colleges to join the Northwest Athletic Association of Community Colleges (NWAACC). As of fall 1999, South has a male and female soccer program and North has a basketball program. Both programs are recognized as district teams by NWAACC.

The Intercollegiate Athletic program reflects the college's commitment to student-centered programs that support personal development and learning and promote student success. The Recreation Coordinator handles the day-to-day operations and is one of the assistant coaches for the men's soccer team.

The student-athletes must follow all of the same overall requirements and procedures with respect to admissions, academic standards, and degree requirements as their fellow students. In addition, there are also NWAACC eligibility requirements relating to transfer students, credit load, and grade point average that must be followed. Practices and competitions are scheduled during the late afternoons and evenings, and none are held during final exam week to avoid interference with school.

There is no priority funding for student athletes or special awards. In the area of financial aid, student athletes are eligible to compete for 16 scholarships—eight for each team—in the amount of \$200 per quarter. The awarding of such scholarships is based upon the recommendations of the respective coaches and Athletic Director. These scholarships are processed by the Office of Financial Aid and follow the practices of the NWAACC.

Since the decision to join the NWAACC was made by the district and agreed upon by the colleges with the support of the USA, it was determined that the student government would pay for two years of the program in its entirety from funds in its contingency account. The student budget is subject to all of the institution's generally accepted practices of documentation and audit.

In keeping with Title 1X the college treats the women's athletics exactly the same as the men's program. There are no distinctions in opportunities, financial aid, student services, equipment, or access to facilities.

Recreational and Intramural Sports (3.D.15)

Recreational and intramural sports are under the direction of the Recreation Coordinator who works directly with the Recreation and Intramural Committee of the United Student Association (USA). Annually, they plan, organize, develop, budget, implement, and evaluate the various sports and recreational activities that will be offered.

On campus facilities include a Fitness Center with a weight room, a games room for pool, ping pong and video games; and outdoor courts for tennis, basketball, and volleyball. All of these facilities are available for individual students and club teams. There is an intramural sports program for men and women in basketball, soccer, volleyball, and softball. They compete with teams from North and Central as well as teams from area community colleges.

Because the college does not have a physical education facility, fields for soccer and softball and gyms for basketball and volleyball must be rented from Seattle Parks and Recreation and from various community centers. The SSCC Foundation is managing a fund raising campaign to build a state-of-the-art soccer field. As of summer quarter 2000, \$450,000 has been raised toward this effort.

Other recreational activities are offered year-round through the student organizations, including ski trips, camping, bicycling, kayaking, and mountain climbing outings. Event scheduling is varied by day of the week; evening and day events are offered as well, to insure that students have the opportunity to attend.

Analysis and Appraisal

The college has successfully collected \$450,000 in donations from the City of Seattle, King County Parks Department and private donations. The new soccer field is expected to be available for play fall quarter 2001.

An additional challenge has been to coordinate the awarding of student scholarships between the financial aid offices at three separate campuses. Procedures have been developed between the campuses to improve the communication and processing of scholarship awards.

The Associate Dean of Student Programs, coaching staff and Recreation Coordinator are completing end-of-the-year evaluation of the 1999-2000 season and drafting new operating procedures that are more effective and efficient. A sports committee will be appointed to assist and provide oversight for the development of the document.

Funding for the soccer program has been committed through 2001. To continue the program, alternative sources are being discussed. The most significant one is a student fee. With the support and endorsement of the USA, it is anticipated that there will be a positive response to the Student Referendum for a \$3 fee to support Recreation, Intramural and Intercollegiate Sports.

Without a physical education facility, which the State of Washington is unlikely to fund in the next ten years, the college is focusing on outdoor sports activities and also plans to update the equipment in the fitness center. Over the course of summer quarter 2000, the intercollegiate activities program is developing goals, objectives, and policies as well as written athletic position job descriptions.

SECURITY (3.B.4)

The campus security staff is comprised of one manager, four full-time and two part-time security officers. This team provides security presence and response on the 89-acre main campus and the 9-acre Duwamish Industrial Education and Apprenticeship Center (Duwamish) during operating hours. Security officers are highly visible, friendly and interact on a regular basis with the campus community. They are available at all times during operating hours via cellular telephone. The cellular telephone number is posted on all office telephones and in the classrooms. There are seven emergency telephones around the campus that ring directly to the cellular telephone. In addition to responding to reported incidences, campus security officers lock

up buildings, check building alarms, and monitor parking. Campus security officers will also escort students and staff across campus upon request.

The Security Manager is present at New Student and New Faculty Orientations each quarter to answer questions about personal safety, security and parking. In compliance with the 1991 Student Right to Know Act, South publishes a district-wide brochure titled "Think Safety" (Exhibit- Brochure: Think Safety) that provides a summary of criminal activity on campus and at Duwamish. This brochure also provides basic security and safety information, emergency phone numbers and counseling referrals. Students and staff are informed about security issues on a regular basis through the student newspaper and campus newsletter.

The Security and Plant Operations Managers perform a quarterly campus walk-through to determine areas for improvement to safety and security. Questions about safety and security are included in most student and staff surveys, focus groups and public forums. The college also has a Campus Safety Committee that meets monthly to discuss safety concerns.

Analysis and Appraisal

Based on the statistical data, the college is providing adequate security (see Exhibit – Think Safety: Crime Statistics). However, survey results indicate that certain groups of students do not feel secure on campus. Student surveys and focus groups results indicate that while day students' perception of safety is in keeping with the college's statistics, evening students report feeling much less secure on campus. They cite limited lighting, lack of visible security staff, dense foliage and the spread-out campus as features that promote a sense of insecurity. Incident reports demonstrate that evening students are not at a greater risk than day students, but the perception of insecurity is an issue that impacts student learning, and sense of well being, and is taken seriously by the college's security and campus services officers.

Information and recommendations about perceived and real security and safety issues taken from student surveys, incident reports and staff walks-

through result in continual improvement of campus safety and security. Recent examples of improvements made based on these recommendations include: increased lighting in specific corridors and open areas, the installation of security cameras in the two main parking lots, dramatic pruning of shrubbery and trees and broader publication of the security cellular telephone number including printing it on the back of student Identification cards. In 1999, the security staff was increased from three to four full-time officers in response to requests for greater coverage and extended operating hours.

The current Safety Committee is a working committee comprised of members of the security and campus services staff and the college community and chaired by the Safety/Security Manager. This body acts as a clearinghouse for security and safety issues from students, staff and faculty and forwards recommendations to Administrative Services for evaluation and action.

THE BOOKSTORE (3.D.18)

The Bookstore is an essential component of the college and contributes to the intellectual climate by providing new and used textbooks (both wholesale and retail), as well as stationery, school supplies, snacks, soft goods, and sundry items for students, faculty, staff, and community members.

In September 1995, the district entered into a five-year agreement with Wallace Books to operate the bookstores at the three college campuses. The colleges, in return, receive a commission of 9.2 percent based on gross annual sales up to \$3 million; thereafter, the percentage increases (a new two-year agreement has recently been finalized.) In addition, Wallace's established an annual \$6,000 textbook scholarship that is allocated among the three campuses. Wallace is responsible for all of the accounting and fiscal operations including audits. In preparation for the end of the five-year contract in August 2000, a Bookstore Management Review Committee was formed to make a recommendation. Their report and recommended action is available in the (see Exhibits - Bookstore Recommendation).

The Bookstore moved to the Jerry M. Brockey Student Center when the building opened in May of

1995. The change in location resulted in a 300 square foot increase in its sales floor space. When Wallace assumed overall management in September, the sales floor was renovated (new shelving, better lighting) and this past year, new point-of-sale (POS) equipment was installed. These changes have resulted in a more user-friendly environment; a vast improvement from its previous location.

The store offers a full range of services: all required and recommended texts; current trade, academic, and technical literature; a comprehensive selection of reference aids; general school stationery supplies; and imprinted apparel, memorabilia, college insignia and related items. Textbooks, trade journals, and general interest publications, account for 78 percent of sales; gifts and sundry items, 7 percent; food and candy, 6 percent; school supplies, 6 percent; and, electronics, 3 percent.

The manager of the bookstore reports to the Regional Manager of Wallace's and to the Vice President for Administrative Services and is responsible for the day-to-day management and supervision of the store. All of the state employees were retained at the time of the takeover. There are two full-time employees and four part-time employees.

The Bookstore Advisory Committee, appointed by the President, consists of students, faculty, staff and administrators who meet with the manager of the bookstore and a representative from Wallace on a quarterly basis. The purpose of the committee is to provide a forum for a timely review of policies and procedures that impact the clientele. Topics of discussion include: customer service, product mix, book ordering processes, returns and buy backs, along with special promotions to reflect the diverse needs of the campus community.

Analysis and Appraisal

The change in management and operation of the bookstore has made a significant difference in the quality of service to students, faculty, staff, and the community. Timely notices about deadlines and aggressive outreach by the manager to the faculty, deans, and secretaries has resulted in fewer problems with book orders. Regular communication with the Bookstore Advisory Committee has minimized

problems and has provided ideas for special promotions for campus events.

In response to changing student needs, the Bookstore has extended its hours from 7:45 a.m. to 7:00 p.m. on Monday through Thursday, and until 3 p.m. on Friday, and has extended hours, including Saturdays, before and after rush week each quarter.

A new configuration on the arrangement of the cash registers is expected to reduce lines during peak times. In addition, an expanded product mix, with an emphasis on electronics and computer disks, is planned. Finally, invitations and caps and gowns for graduation will revert back to the Bookstore.

By working with the campus community, the Bookstore is committed to tailoring its products, goods and services to fit the needs and interests of the campus community.

FOOD SERVICES (3.D.14)

The college is widely recognized for its excellent Culinary Arts program and the outstanding, multiple food service outlets available for students, staff, and visitors to the campus. A food court area with stations includes a full meal cafeteria line, deli, grill area, salad bar, and beverage stations. Adjacent to the food court area are two waited-service dining rooms and an espresso cart. Outside the Food Science building are retail Pastry Shop in the Cascade Court building and a snack bar in the Jerry M. Brockey Center building. There is also a vending machine bank in the Jerry M. Brockey Center, as well as numerous beverage and snack vending machines at locations throughout the campus.

The majority of food sales on campus are under the auspices of the Culinary Arts instructional program. Approximately 80 percent of food sales are generated in food outlets operated by Culinary Arts students, under the direction of faculty and support staff. All permanent faculty and staff are hospitality industry professionals meeting and exceeding all regulatory certification and licensing mandates. All students in the program are required to obtain a Food and Beverage Workers Service Permit.

Analysis and Appraisal

Sanitation inspections are conducted twice a year by inspectors of the State Department of Health. Inspection reports are uniformly excellent, with written complimentary comments as to the state of cleanliness and good food handling practices in place in the food service operation.

Special attention is given to nutritional needs, specific cultural cuisine requests, vegetarian selections and other specialty items to meet the needs of the clients as well as provide Culinary Arts students with well-rounded exposure to industry standards and commercial trends. Proper cooking techniques are utilized throughout the production stations, resulting in high nutrient value in the various food products. Since 80 percent of the food services are produced as part of the instructional program and students are graded on the outcome, greater attention is paid to consistency and maintenance of high standards than would exist in the industry.

The variety, and high quality levels of food selections, has resulted in a high level of satisfaction for the majority of customers who utilized the college's food service outlets. However, in a survey of students taken in 1998, 11 percent of students indicated they were dissatisfied with evening food service and 31 percent indicated they were neutral on this topic. Responding to the question "what food services would you most prefer in the evenings," 48 percent indicated they would prefer a hot buffet and 17 percent requested a grill. In the comment section of this same survey, students requested lighter fare and more ethnic options on the menu. In response to student and staff surveys, the college has expanded the variety of cuisine offerings and expanded evening food services.

HOUSING (3.D.12)

The college does not operate on-campus or off-campus student housing. A brochure listing visitor housing services, roommate referral services, property management companies, housing web sites, temporary housing options and transportation options is provided to all students requesting information on housing options in the service area and displayed across campus. A bulletin board located in the student center is utilized for posting room rentals.

A housing arrangement with Seattle University provides another option for International Students who may need housing.

POLICIES

Appropriate policies and procedures for Student Services are established. The five-member South Seattle Community College District Board of Trustees, individual policies have been updated and approved by the Board in 1999.

Information about the college mission, admission requirements, rights and responsibilities, academic regulations, financial aid, degree requirements, course descriptions, tuition, fees, refund policy, conduct and grievance policies, academic honesty, government, organizations, services is published in the Seattle Community College District catalog and the South Seattle Community College quarterly class schedule. (3.B.5)

The district catalog includes information that applies to all three colleges as well as course listings and credit information for each college. The individual college section includes information on the enrollment process, tuition and fees, financial aid, grades and credit policies, graduation requirements, degree requirements, college transfer agreements, and student rights and responsibilities. A summary of specific college information is provided at the beginning of each college section in the catalog. This section includes information on student services and programs, special student services, administration and faculty information, transportation and parking options, student government and the student learning outcomes. Credit requirements for each degree and certificate offered at the campus are included in this section of the catalog.

The district catalog is published and distributed bi-annually by the Siegel Center (District Office). Each college provides the information for its section of the catalog. All new students are given a catalog at no charge at new student orientation or through the campus bookstore. Students and members of the public may purchase catalogs through the Siegel Center or at each campus. The cost of a catalog is \$4.00.

The college's quarterly class schedule provides students with information specific to South Seattle Community College. Important dates, registration information, orientations, and specific program information, certifications, special events and directory information are included in the class schedule. The college Mission Statement and Student Learning Outcomes are also included. The class schedule provides students with detailed course descriptions and prerequisites for courses offered each quarter and clearly denotes credit and noncredit options.

Ongoing evaluations are an integral part of the college's Mission Statement and Institutional Goals: "the college engages in continuous self-assessment and responsible management of its resources." The Vice President for Student Services and the Institutional Effectiveness Office have produced a number of methods for evaluating the quality and impact of Student Services.

The Community College Student Experience Questionnaire, (CCSEQ) survey was administered at South in 1991, 1996, and 1999. In 1993 and 1996 Student Satisfaction Surveys were administered to a random sample of classes-551 students responded in 1993 and 381 in 1996. A comparison of the results is in the exhibits. Focus groups have also been a part of the evaluation process, as well as exit surveys, which were administered to all graduates spring 1999 and 2000.

Analysis and Appraisal

Established Student Services policies and procedures are available in the office of Vice President for Student Services (located in RSB 057 and on the Seattle Community Colleges' Web site. (On the date of this draft, the Web site's policies and procedures for Student Services were outdated.)

PUBLICATIONS (3.B.5)

The district catalog information is updated and evaluated every two years. Many individuals from across the three colleges that comprise the Seattle Community College District take part in reviewing the document to ensure that it is accurate and well organized.

Since the district-wide catalog is published only every two years, some critical information is duplicated and customized in each college's quarterly class schedule. Information about enrollment and degree requirements, refund policies, tuition and fees, and course descriptions and requirements are reviewed and updated quarterly to provide the student with the most accurate information available. The quarterly class schedule also serves as a directory of special services, orientations, open houses and activities that help students meet their educational goals and enjoy their time on campus.

The quarterly class schedule is readily available to all students seven to ten days prior to the returning student enrollment period and throughout the quarter. Copies are made available in public areas across campus as well as off-site at community centers, public libraries and other facilities. The quarterly schedule is also carrier-sort mailed to all residences in the college service area (designated by zip code) so all current students and potential students living in the service area receive a copy at home.

Analysis and Appraisal

Students and faculty have requested that the class schedule be available as much as one month prior to the beginning of enrollment. However, there is a concern that if the college reduced the schedule production time, the instructional units would have insufficient time to finalize course offerings. A task force has been created to review the schedule production process and to make recommendations to improve the user-friendliness, accuracy and effectiveness of the schedule while keeping production costs to a minimum. One of the anticipated outcomes is finding a software program to shorten production time.

In 1998, the college introduced its first annualized schedule to help students better plan their time. The response to this document was positive in spite of some inaccuracies. The Public Information Office is currently working with student and instructional services to improve the accuracy of the document and provide for distribution in a more timely and effective manner.

As a growing number of current and potential students rely on the Internet for information, the college is working to consistently provide and maintain information on its Web site. Due to limited resources and expertise, the current Web site is both outdated and inaccurate. In order to respond to the evolving need for improved Web resources, the college has funded a web manager position in the Public Information Office. The primary goal for this new position will be to completely redesign and update the web site with particular attention to creating and maintaining a current and accessible online quarterly class schedule.

WELLNESS (3.D.12)

Professional health care, psychological health care, and health education are not available to students at the college. Currently, counselors, advisors and administrators refer students to health care individuals or agencies that are equipped to handle such problems. Health care providers are not available on campus. Security personnel are all trained in CPR (Cardiopulmonary Resuscitation) and First Aid.

In 1998 a group of Student Services staff formed a committee to discuss the feasibility of starting a wellness center on the campus. Each of the 6 members representing five areas of Student Services observed a need for health care related information and resources for the students with whom they came in contact. The group brought the issue of developing a wellness center to the College Council. They were asked to develop a proposal that was completed and presented to the President's Cabinet in the spring of 1999. Although there has been widespread college support for the proposal, the current budget could not support the allocation of resources in this direction.

Analysis and Appraisal

Beginning in the spring of 2000, the college will have access to a new database system called Social On-line Services. The database will provide up-to-date information about all social services in West Seattle and will allow college personnel to make immediate referrals through its e-mail system. While not a replacement for a wellness center, the database system will provide immediate access to

healthcare resources in this immediate area, dramatically improving the existing referral system.

FUTURE DIRECTIONS

UNIFORMITY OF TECHNOLOGY

Student Services has acquired the technological infrastructure to allow all currently enrolled students to register by Touchtone (automated telephone registration) or by web technology (Student Online Services). A remaining challenge will be to insure that regardless of the mode of registration a complete array of services is available to the student. For example, the software programming currently exists for students who register by telephone or in-person to waitlist for a class. However, this waitlist software programming is not yet in place for students who register via the web. The necessary programming to achieve this goal has been assigned to Computer Information Services, a statewide consortium to support community college technology systems.

STUDENT SERVICES SUPPORT TO DISTANCE EDUCATION STUDENTS

Enrollment Services is collaborating with a web design team comprised of faculty, advanced students and a graphic designer to make better instructional use of the student services web pages. The new web pages will support students in distant locations in getting started at the college and provide resource staff to contact if they have access difficulties. A student services distance education team was created in 1999-2000, which meets quarterly to coordinate and enhance support services for distance education students.

CREATION OF A NEW ADMISSIONS DEPARTMENT

A new admissions unit has been created with one full-time staff and four part-time staff. The function of this office will be to enhance services to prospective students from the first point of contact through enrollment. By tracking communication with the student and developing a personalized response to requests for information and assistance, the staff will assist the students in making an informed decision about attending the college.

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STANDARD IV

FACULTY

INTRODUCTION

This standard discusses issues involving faculty: selection, roles, welfare, professional development, scholarship, and academic freedom. Scholarship discusses the faculty's scholarship, research, and artistic endeavors as well as institutional support for these efforts. Academic Freedom addresses compliance with that fundamental aspect of education. The next selection describes the quality faculty at the college as well as policies related to hiring, evaluating, and developing the effectiveness of teaching. The analysis is based upon campus surveys, external statistical information (State Board for Community and Technical Colleges reports), district policies and procedures, and the Seattle Community College Federation of Teachers/Seattle Community College District Agreement (Agreement). The final section contains Future Directions. The 1990 Accreditation Report Recommendations are also addressed.

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

Review the consistency with which orientation for part-time faculty members is provided.

Orientations for part-time instructors are now conducted on a regular basis to ensure their knowledge of, and inclusion in, the activities of the institution. These orientations provide information on work assignments, conditions of employment, payroll information, rights and responsibilities, policies and procedures, and services available. New part-time faculty are paid a stipend for attending the session.

Review the full-time/part-time faculty ratio, especially in those vocational programs where there is no full-time faculty.

The ratio of full/part-time faculty has not changed significantly; however, college-wide, it is com-

parable to that of other Washington State community colleges. All preparatory programs have at least one full-time faculty member. In supplemental programs, professionals currently practicing in their respective fields of expertise are hired on a part-time basis, usually for evening or weekend classes. Also the apprentice program employs only part-time instructors who are full time journey workers and their classes are offered primarily during evenings and weekends.

A full-time instructor position in Adult Basic Education/General Education Development is being created in the pre-college ABE/GED division.

This position was funded and filled. Another full-time ABE faculty position has been funded effective fall quarter 2000.

The college should implement a post-tenure evaluation policy and procedure.

A post-tenure evaluation policy has been established and implemented. (Exhibit: Seattle Community College Federation of Teachers Agreement SCCFT 6.10.).

ACCREDITATION 2000 SELF-STUDY

The College requires a Masters degree (in program-specific or related areas) or the equivalent as an entry requirement for teaching in academic and basic skills programs and complies with the personnel standards in WAC 131-16 for Professional/Technical Education faculty. WAC 131-16 defines vocational certification requirements for faculty in vocational areas. The faculty's relevant education and experience is profiled in Tables IV.1 and 2 below, which list the numbers of faculty by degree/qualifications. The academic, technical, and community experiences of faculty are representative of a comprehensive community college. Student surveys and other available information demonstrates that the college has qualified

Table IV.1
Institutional Faculty Profile

Division	Number of Instructors Fall 1998		Full-Time Faculty																		
			Number of Terminal Degrees						Salary 9 Months			Years of FT Teaching Exp. at SSCC			Total Years of Teaching Experience			Fall 1998 Credit Hour Load			
			Full time	Part time	Dr.	M.	B.	Prof. Cert.	Less Than Bach. Cert.	Voc. Cert.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.
Liberal Studies																					
Humanities																					
Accounting	1	2		1					37,659	37,659	37,659	1	1	1	6.3	6.3	6.3	15	15	15	
Art	1	3		1					35,535	35,535	35,535	4	4	4	17	17	17	18	18	18	
Drama/Speech	1			1					36,243	36,243	36,243	2	2	2	27	27	27	15	15	15	
English/Foreign Language	6	16		6					35,535	39,547	48,279	6.3	9.72	25	17.2	21.5	31	15	16	18	
Music	2	1		2					36,951	36,951	36,951	4	9.5	15	12	15	18	15	15	15	
Science/Mathematics																					
Mathematics	7	7	2	5					35,535	38,569	42,615	2	10.1	22	14	16.2	24	15	16	18	
Science	2	3	2						45,447	46,155	46,863	5	9.65	14.3	6	15.5	25	18	18	18	
Social Science																					
Anthropology	1			1					40,491	40,491	40,491	2.3	2.3	2.3	21.3	21.3	21.3	15	15	15	
Economics	1			1					38,367	38,367	38,367	22	22	22	27	27	27	15	15	15	
Geography																					
History	1	2	1						48,279	48,279	48,279	27	27	27	32	32	32	15	15	15	
Philosophy	1			1					39,783	39,783	39,783	9	9	9	27	27	27	15	15	15	
Physical Education		1																			
Political Science	1		1						48,987	48,987	48,987	24	24	24	26	26	26	15	15	15	
Psychology ¹	3		1						34,119	34,119	34,119	3.3	3.3	3.3	12	12	12	15	15	15	
Sociology																					
Technical and Applied Studies																					
Adult Basic Education/ English as a Second Language	8	43	1	6	1				34,827	37,836	41,199	0.3	4.4	8	13	19.4	24	15	19	20	
Adult High School		2																			
Apprentice		66																			
Automotive	9	1					2	9	33,411	42,451	48,987	1.5	7.3	17	5	8	17	25	25	25	
Aviation	4	2			1	4		4	36,243	40,491	42,615	7	14.3	14.5	7	15.6	22	25	25	25	
Business and Office	2	8		2				2	47,571	47,925	48,279	21	22	23	23	23	23	20	20	20	
Cosmetology	2					2	2	2	39,075	39,783	40,491	2	4	6	9	13.5	18	25	25	25	
Drafting	1	1			1			1	44,739	44,739	44,739	7	7	7	16	16	16	20	20	20	
Engineering Technology	8	25	1	1	3	2	1	8	38,367	41,995	47,571	0.3	5.6	11	1	9.8	21	18	22	25	
Food Service	7	1			1	6	2	7	37,659	41,704	48,279	4	11.7	23	4	12.4	23	25	25	25	
Home and Family Life		10																			
Industrial First Aid		1																			
Landscape Horticulture	2	4			2	1		2	37,659	41,704	48,279	4	6.5	9	4	10	16	25	25	25	
Occupation Teacher Education		2																			
Senior Adult Education		7																			
Supervision and Management		6																			

Table IV.2
Number and Source of Terminal Degrees of Faculty

Institution Granting Terminal Degrees	Number of Degrees		
	Doctor	Master	Bachelor
Liberal Studies			
Antioch University			
Hofstra University		1	
New York University		1	
Oklahoma State University		1	
Oregon State University	1		
Queen College C.U.N.Y.		1	
San Diego State University		1	
Seattle Pacific University		1	
University of Hawaii		1	
University of Illinois		1	
University of Minnesota		1	
University of North Carolina	1		
University of Pittsburgh		1	
University of Toronto	1		
University of Washington	2	8	
Washington State University	1		
Western Washington University		1	
Technical and Applied Studies			
California State University			1
Central Washington University		1	
Columbia University	1		
Iowa State University			1
Lesley College		2	
Michigan State University			1
Milwaukee School of Engineering			1
San Francisco State University		1	
Seattle University			1
Thomas Edison College			1
United Theological Seminary			1
University of Kansas	1		
University of Minnesota		1	
University of Saigon			1
University of Southern California		1	
University of Washington		2	
Washington State University		1	1

instructors who are dedicated to serving the changing needs of students as they pursue their educational and career goals. (4.A.1 and 8)

Faculty are actively involved in the hiring and selection process. (see Exhibits – Agreement, Articles 4.2, and 6.5 of the Agreement 4)

Most departments maintain a pool of part-time instructors. Criteria for hiring, qualifications, and selection are determined by the department administrators, usually in cooperation with full-time faculty. Criteria are consistent with those of full-time faculty. Table 1 above shows the number of part-time faculty employed by program in fall 1998. (4.A.8)

SELECTION (4.A.6.)

It is the intent of the Seattle Community College District and South Seattle Community College to hire faculty and staff who are representative of the ethnic and cultural backgrounds of the student body. Seventy percent of full-time faculty, who responded to the 1999 Climate Survey, were satisfied with the number of instructors and staff from different ethnic and cultural backgrounds.

Requests for new or replacement faculty positions originate from faculty or associate dean recommendations. The recruitment and appointment process for full-time faculty is defined under the Agreement section 6.5 - Selection of Faculty. In addition, the college uses WAC 131-16, Washington State Community and Technical College Personnel Standards to define qualifications for hiring professional/technical faculty.

The Agreement provides full-time, tenured faculty the opportunity to be significantly involved in the selection of new full-time faculty, and except in cases of emergency, part-time faculty. Based upon strategic planning, mission, goals, and availability of funds, the Vice President for Instruction and the President make the final determination on funding the position. With approval for hiring, the Associate Dean, in consultation with faculty, details the requirements and responsibilities of the position. Advertising the position is a function of the district Human Resources Office, which advertises avail-

able faculty positions in local newspapers, *The Chronicle of Higher Education*, and trade journals.

For new full-time faculty hires, the screening committee consists of 3 tenured faculty, an Associate Dean of instruction, and an *ex-officio* representative from the college Human Resources Office. The three tenured faculty are elected by colleagues in the particular unit. The committee is charged with screening applicants and recommending at least three finalists to the Vice President for Instruction.

Administrators periodically review the use of part-time faculty and make requests for more full-time faculty. Since 1990 the college has increased its full-time faculty (excluding counselors and librarians) from 67 to 74 (fall 2000). If the part-time faculty working in the Duwamish Apprenticeship programs (who are all employed in their field and teaching part-time) are deducted from the count of part-time faculty, the ratio of full-time to part-time is equivalent to that of other community colleges. In the technical program areas, hiring part-time faculty employed in their fields helps maintain flexibility and currency in the program. (4.A.10)

Contract issues affecting part-time faculty are reviewed at both the college level and district level by the administration and the Seattle Community College Federation of Teachers (SCCFT). The new Agreement substantially improves the salary, benefits, and job security of part-time faculty.

Starting in 1993, there was a statewide “Best Practices” survey and then in 1996 a State wide Task Force was formed to review and report on issues relating to part-time faculty. Ten “best practices” principles were identified. The college had many of these principles in place prior to the initial 1993 survey and has adopted additional ones since (see Exhibits – Best Practices).

Part-time faculty are included in the College Council, Curriculum and Instruction Committee, and other campus committees, meetings, and retreats. Part-time faculty are eligible for faculty development and curriculum development grants. They are provided with office space, voice mail, e-mail, and other services required for their instructional tasks.

Evaluation of part-time faculty is governed by the Agreement and requires anonymous student evaluations of each course taught. Part-time faculty are included in the pool of candidates for awards and grants; part-timers have been awarded NISOD awards, Lifelong Learning Awards, and grants for faculty development, curriculum development, and international travel. (4.A.9.)

Policies are communicated to faculty in several ways. District and campus offices provide electronic and/or written (memos, notices, and the *Update* newsletter) versions of policies and procedures. The public folders on Outlook have folders for various departments and activities. The district and college web sites make information available. In addition, SCCFT representatives provide information in person, in written form through publication of the union Agreement, through the union newsletter, and a web site. There are orientations and handbooks for new full-time and part-time faculty. (4.A.6, A.9, & B.2)

The Washington State legislature appropriates and allocates funding for education. Because of the economic boom in Seattle, it is increasingly difficult to recruit and retain administrators and instructors, especially in the high tech fields. Other than in high tech areas, salaries and benefits of full-time faculty are competitive for attracting and retaining faculty. (See Exhibits - Agreement, Seattle Community College District VI Board of Trustees and Seattle Community College Federation of Teachers Local 1789, January 1, 2000 - December 31, 2002, for salary schedules.) (4.A.4.)

Salaries and benefits for part-time instructors have improved significantly through the recent union agreement and legislative action. Salaries remain relatively low compared to full-time salaries and many part-time faculty feel there is no job security. This continues to be an area of high priority for the SCCFT, the college, the district, and the State Board for Community and technical Colleges (SBCTC).

EVALUATION (4.A.5.)

In accordance with the 1990 recommendations, evaluation procedures for post-tenure were adopted and implemented. Evaluations for probationary, priority hiring, and part-time faculty are delineated in the Agreement and are in compliance with Policy 4.1.

Post-tenure evaluation procedures include one anonymous annual evaluation by students, one administrative evaluation of faculty member's professional obligations every three years, as well as possible performance review through the establishment of a performance review committee. Post-tenure evaluation procedures are addressed in Article 6.10 of the Agreement.

The procedure for evaluation of probationary faculty is outlined in Article 7.4 of the Agreement. Criteria for probationers are established by a tenure review committee and "may include student response, classroom observation, peer evaluation, supervisory evaluation, and self-evaluation."

Part-time faculty on the priority-hiring list are required to conduct quarterly student evaluations and submit one anonymous evaluation that has been supervised by the administration to the unit administrator annually. Part-time faculty who are not on the priority-hiring list are required to conduct and submit quarterly student evaluations. These procedures are delineated in Article 10.8 of the Agreement.

While the documents used for evaluation of post-tenure and probationary faculty are standardized, unit administrators use a variety of different documents to evaluate part-time faculty (see Exhibits). There is no college or district-wide standard for the frequency of administrative evaluation of part-time faculty although student evaluations are conducted every quarter.

SCHOLARSHIP

To fulfill the mission of the college and to meet the changing economic and demographic profile of its student body, the college has significantly increased funding for faculty development. Faculty are engaged in scholarship, research, and artistic creation to improve their knowledge of subject as well as

the pedagogical knowledge for teaching that knowledge effectively. According to the SCCFT Agreement, it is the responsibility of faculty to stay current (Article 6.8 of the Agreement). Support for this is provided by advancement on the salary scale and stipends. Technology, assessment, and multicultural education have been the focal points of much of this work. There is an effective faculty development program on a district level so that faculty from South may benefit from activities at North and Central campuses. The college Faculty Development Committee provides almost weekly workshops or presentations. Faculty development opportunities are communicated to faculty by district and campus offices or by committees via e-mail, memos and bulletins. The Vice President for Instruction and the President have made funding available to encourage faculty teams to attend conferences and workshops. Other district and college funding sources include faculty development grants, curriculum development grants, professional leave, international studies grants, and the SSCC Foundation. (4.A.3/4.B.1)

Faculty research facilities include a new Teaching and Learning Lab (TLC) and a District Library WebPage, which provides instructors access to online research tools directly on their office computers or on library workstations. (4.B.4)

Through committee participation on the departmental, college, and district levels, faculty have a substantive role in deciding the direction of research and development activities and, in many cases, in the allotment of funds. (See Exhibits – Committees and Faculty Development grant application forms.) (4.B.3)

Resources for faculty development have been increased on a regular basis. The majority of research and development projects have been funded through the faculty development committee. Other research activities such as outcomes assessment and technology initiatives have special funding. The SSCC Foundation provides generous support for faculty activities not funded or not adequately funded through regular budgets.

The college Mission statement is the basis for activities related to scholarship, research, and artistic creation. Faculty are supported in research and development of programs and curriculum through college and district grants. Professional development is encouraged through faculty excellence awards and professional leave. The criteria used to judge the awarding and evaluation of these activities is directly related to the college mission and strategic goals as stated in the application and evaluation forms for the respective activities. (See Exhibits: - application forms for sabbatical, curriculum development, mini-grants, foundation grants; also NISOD award criteria, LifeLong Learning Award criteria, and Dan Evans criteria) Based on the Climate Survey of 1999, 55 percent of full-time faculty are satisfied with the extent to which individual achievements are recognized. (4.B.6.)

ACADEMIC FREEDOM (4.A.7/4.B.7.)

Academic freedom allows faculty to explore subjects creatively and to teach responsibly. Section 6.9 of the Agreement defines Academic Freedom and lists Academic Freedoms and Faculty Rights. Classroom freedom means that there are no restraints other than those required by the nature of the curriculum. At South Seattle Community College there is no censorship of library collections, which includes Internet resources. Other academic rights include constitutional freedom, freedom of association, freedom of petition and silence, and the right to organize. Other rights directly tied to employment (tenure, grievance procedure, and personnel records) are delineated in the Agreement. Forty-eight percent (48%) of full-time faculty reported satisfaction with their autonomy and independence. The Agreement states the rights of faculty and policy on academic freedom in section 6.9. Faculty are active in exercising and maintaining these rights through the Faculty Senate and compliance through the Agreement. No official grievances have been filed based on rights related to academic freedom.

Analysis and Appraisal

The current boom in the high tech economic environment in the Seattle area has made it difficult to attract prospective faculty, especially technical faculty. This situation is exacerbated by the low level of funding for education in the State of Wash-

ington. The changing needs and demographics of students have kept faculty in a constant state of review and revision of teaching methods and delivery of instruction. The introduction of the governance model in 1995-1996 increased the participation of faculty but also increased the amount of nonteaching activities required, especially by full-time instructors. Consequently workload and equitable distribution of extra-instructional responsibilities have surfaced as key issues for the faculty. Therefore, the Analysis and Appraisal section focuses on those two facets of faculty responsibilities.

The instructors at the college are challenged by increasing demands in and out of the classroom. A Washington State statistical profile of the students at the college shows that students at South Seattle Community College are more diverse and face more barriers than the average state community college student: they have lower economic status; they are older; they represent the highest percentage of second language students in a community college in the state; and they are the first in their family to attend college. (SBCTC - Community College Student Experience Questionnaire [CCSEQ]). Preparing this “hard-to-serve” population for higher education and technical careers requires more preparation time and more one-on-one meetings with students, which increases faculty workload. Discussion of faculty response to the changing student population and to the changing needs of students brings out the strengths and weaknesses of faculty; e.g., while most faculty have excellent content knowledge, working with ESL (English as a Second Language) and hard-to-serve students requires special skills. Many faculty have acquired those abilities, while others are still working on them.

To meet the college’s mission of helping students attain their own goals, the challenge in the classroom is to teach to high standards while helping many under-prepared or time-constrained students meet those standards (see Exhibits – Student Learning Goals and Learning Outcomes Self-Assessment). In response, South has implemented an excellent array of programs and services to help these students. These are the: Tutoring Center, Collaborative Learning and Instruction Center (CLIC), Math

and Science Tutoring (MAST), Writing Center, and Language Lab for ESL); students and instructors are satisfied with these efforts. On the other hand, student satisfaction and instructor satisfaction with courses and programs (CCSEQ, Climate Survey) are often a mismatch as instructors try to keep up with changing student needs and industry requirements. This is apparent in the mixed faculty response to using technology and to distance learning; increased funding for and increased use of the Teaching and Learning Center is included in the new budget.

Other challenges for faculty include upgrading their own technical skills and knowledge to match the demands their students face in the marketplace and to incorporate technology in their teaching. Technical programs have the difficult challenge of finding instructors and administrators who have extensive industry experience along with excellent teaching skills and who are willing to work at salaries significantly lower than the private sector.

Several factors related to quality of life issues pose problems for faculty. The cost of living, particularly housing, in the Seattle area has increased while pay for faculty has not; this is especially acute for part-time instructors. Faculty are challenged by the demands on their time for participation in college governance, curriculum development, and other committee work. (see Exhibits – Climate Survey, focus groups, faculty retreat). Differences in workload, student contact hours, and teaching schedule, unequal participation on committees among faculty, and inconsistent credit for hours spent on committee work contribute to dissatisfaction with nonteaching responsibilities. Changes in leadership, strategies, administrative personnel, and structure of the organization have been a constant since the mid-nineties; while some good has come from these changes (faculty participation in governance, mission, and strategic plan), faculty have indicated the need for decisive and action-oriented implementation. This extends to district-level organization and policy development.

The college, the district, and the SSCC Foundation provide the college faculty with professional development programs and opportunities for professional growth.

Committees that oversee professional development funding by the Seattle Community College District include:

- District Faculty Development Committee - \$50,000
- District Curriculum Grants Committee - \$30,000
- District Professional Leave Committee - \$130,000
- District International Committee - \$22,500

Awards for which faculty are eligible include:

- Lifelong Learning Award
- Martin Luther King Award
- Dan Evans Awards for Distinguished Teaching (Foundation, newly established)
- Service Awards
- Emeritus Status
- Funds for Excellence Grants (Foundation)

Faculty Development Opportunities

- Summer Institute - \$10,000 (Foundation)
- Faculty Laptops (Foundation)

ACADEMIC PLANNING (4.A.2.)

Faculty have the responsibility and opportunity to participate in academic planning through their individual departments by working with other faculty, coordinators, and administrators to plan changes in programs and schedules. Institutional effectiveness grants in the mid-nineties and the strategic planning process provided opportunities for faculty and administrators to assess the direction of their programs. Fifty-four percent (54%) of faculty were satisfied that institutional planning and evaluation are a continuous process. (see Exhibits – 1999 Climate Survey).

Based on the campus Climate Survey of 1999, 55 percent of faculty are satisfied with the definition and communication of the college mission and values and 52 percent are satisfied with the opportunities to express their ideas and discuss problems, issues, and goals. In addition, 50 percent of the faculty are satisfied that decision-making is based on institutional goals and that the college responds to community needs and trends in the labor market. Fifty-eight (58%) are satisfied that the ideas are implemented and result in action; however only 44 percent are satisfied with the extent to which employee input is sought in the decision-making process.

The Academic Programs Advisory Committee (APAC) plans schedules, establishes goals, and advises on policies and procedures for academic programs. In General Studies, there are faculty committees on curriculum and curriculum development. The Technical Advisory Committees provide instructors with opportunities to communicate with administrators and industry representatives in order to plan, evaluate, and revise programs.

According to the 1999 Climate Survey, 56 percent of faculty feel the need for a greater sense of cooperation to increase communication between units and to strengthen efforts to accomplish the mission of the college. For 2000-2001, faculty, led by the Curriculum and Instruction Committee, will address the Information/Technology Literacy outcomes specifically. Because this is a cross-divisional activity, it will strengthen communication and common goals among the various units.

On the district level, faculty have the opportunity to serve on district-wide committees and to participate in retreats and educational events. Forty-eight percent (48%) of faculty are dissatisfied with the effectiveness of collaboration among the 3 colleges (1999 Climate Survey). Chancellor Peter Ku has established quarterly “Town Meetings” at each campus to increase the communication among campuses and with the district. Dr. Ku leads the meetings at which he communicates with faculty and staff.

Grants, stipends, or faculty credit are available to compensate both full-time and part-time faculty for participation in nonteaching activities, such as committee work. The College Council (May 2000 minutes) is reviewing the current participatory governance model, the level of faculty participation, and the compensation for service..

CURRICULUM DEVELOPMENT AND REVIEW (4.A.2.)

As stipulated by the Agreement, curriculum development is one of the responsibilities of full-time faculty. Curriculum development is usually initiated at the departmental level and funding for the activities is available through district and college grants and stipends. Every year the district awards

substantial curriculum development grants. (see Exhibit – District Faculty Development newsletters).

Funds for curriculum development/revision are available through: Faculty Development, Worker Retraining, Program Redesign, Perkins, SSCC Foundation, and Requests for Proposals through the state.

On the institutional level, faculty provide formal input for the planning process, curriculum development, and program review through the Curriculum and Instruction Committee. In addition, faculty retreats and focus groups can be held on specific topics, such as the 1998 Faculty Retreat morning sessions and the Technology Retreat Fall 1998.

ACADEMIC ADVISING (4.A.2.)

At the college, academic advising is handled through Student Services. However, entry-level reading and mathematics scores required for enrolling in all academic transfer and professional/technical programs are established by the unit faculty and associate dean. Because of this organizational division, there is a need for continuous and consistent communication concerning program requirements, student assessment, and changes in programs and policies. The Vice President for Student Services invites representatives of units to meet with advisors and counselors as needed for program changes and updates. The proposed Intranet will provide a single-source reference for information, thereby eliminating problems with outdated information.

Some program coordinators and lead instructors advise students as part of their responsibilities; the role of coordinators and how they are compensated (stipend vs. reassigned time) has been clarified in the latest Agreement Article 4.6.

GOVERNANCE (4.A.2)

Faculty have opportunities to participate in governance in several ways. The College Council consists of representatives of faculty, administration and management, classified staff, and students (see Exhibits – College Council Bylaws). The principles guiding the College Council are that active

participation results in better institutional decisions and a higher level of understanding and acceptance of those decisions; that shared responsibility is essential to the development of all members of the higher-education community; and that features of the model promote an institutional climate of openness and mutual trust, which are essential to the continued success of the college.

The Curriculum and Instruction Committee has the primary responsibility for developing and reviewing policies and guidelines related to program planning and coordination of curriculum, instruction, and maintenance of academic standards (see Exhibits – Curriculum and Instruction Committee). The committee is advisory to the Vice President for Instruction and consists of faculty representatives from academic transfer, technical-professional, library, and counseling. There are 13 voting members, full-time or part-time faculty, elected for two-year terms: 5 from academic transfer, 5 from technical professional, 1 from pre-college, 1 librarian, and one counselor. The Vice President for Instruction, an administrator from academic and an administrator from technical-professional serve as ex-officio members.

The Faculty Senate is the representative body of the SCCFT at the college. Consisting of elected representatives from divisions, it offers a forum for union-related issues and other issues impacting the campus community.

There are many other established and *ad-hoc* college committees on which faculty may serve; examples include Institutional Effectiveness, Faculty Development, Bookstore, Technology, Safety.

In addition, faculty may serve on Seattle Community College District committees; these include Faculty Development, Technology, Professional Leave, Distance Learning, Curriculum Development.

FUTURE DIRECTIONS

There is no indication that faculty can expect any significant change in the work environment in the next five years. The economy continues to soar, students' needs change as job market requirements change, people will continue to seek new opportu-

nities both on campus and off. Therefore, faculty's main concern is establishing ways and means of meeting these demands. The following actions outlined in the Strategic Plan by faculty are to a) assess Student Learning Outcomes at the beginning, middle, and end of programs—this will improve communication with students about their programs and provide information on which to base changes in programs; b) improve responses to internationalization and diversity—hire a full-time person. (this position is included in next year's budget and may be combined with a grant-writing function); and c) improve the variety of formats for delivery of instruction—the Teaching and Learning Center in the new library is being staffed and will enhance faculty efforts in distance learning.

Standard IV

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STANDARD V

LIBRARY AND INFORMATION RESOURCES

INTRODUCTION

This standard discusses the library, whose facilities are entirely new since the 1990 accreditation review. Recommendations from the 1990 review are addressed followed by a description, analysis and appraisal of the current situation. The final section contains plans for the coming years based on input from surveys, focus groups, and long-range plans developed when construction of the new facility was approved. (5.E.3.b) Rebuilding the library and laying the groundwork for expanded information services has been a decade-long undertaking and is only partially complete. The library building, its desktop computing, and the technological infrastructure supporting it have all been upgraded; it remains to update and enlarge the collection as well.

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

Make a concentrated effort to assist the library in updating and expanding the book and other learning resources collections.

In November 1995, the SSCC Foundation allocated \$20,000 which was matched by the college, for a total of \$40,000, to expand the library collection. As part of the capital construction project (1998 – 2001), the library received \$100,000 to purchase books and learning resource collections. Progress has been made in responding to this recommendation. The collection is now more current, if not substantially larger, than it was in 1990. During the 2000-2001 academic year, the college will develop a five-year plan to allocate a college operation funds to expand library collections.

That a full self-study be accomplished during the immediate future so that Standard IV (Std V in 2000) and the college's accomplishment and needs can be analyzed.

During academic year 1992-1993, the library conducted an Institutional Effectiveness Assessment (See Exhibits). In 1992, 1995, and 1999 the campus conducted Climate Surveys and a Community College Student Experience Questionnaire; each of these surveys contained questions soliciting feedback regarding the library. Findings from these surveys were instrumental in the design and development of the new Library and Learning Center.

That the following issues especially be addressed.

- Faculty/staff participation in acquisitions and weeding
- Faculty/staff participation in course outline review
- Faculty/staff commitment, planning, and follow-up in addressing the learning styles, individualization of instruction, and independent study and IRC.
- Faculty/staff participation in the library-learning resources program planning.
- Faculty/staff awareness and involvement in instructional design and production of materials

Consideration for determining and fulfilling needs of:

- Collection development
- Seating for students
- Staffing for television/audiovisual program

A large part of this standard contains the response(s) to these recommendations—each item noted above has been incorporated into the new facility and its operation.

ACCREDITATION 2000 SELF-STUDY

The library contributes to the accomplishment of the college's Mission and Goals by providing resources and services that support teaching and learning (5.D.4.a) for all courses and programs independent of their size, mode of delivery, or

originating site. (5.B.2) This is done within the limits of the budget available. During the academic year 2000-2001, the library is focusing on Information Literacy and on Technology, 2 of the campus-wide Student Learning Outcomes (see Standard II for more information on Student Learning Outcomes).

Since the last accreditation visit in 1990, the library building has been entirely remodeled, its technology upgraded, and the teaching space enlarged to better enable the functional integration of classroom instruction, learning resources, and related support services. The library's programmatic links to instruction have been reconfigured as well. This was completed during winter and spring 2000 with the opening of a 96-station Information Commons; with the introduction of regularly scheduled workshops on discipline-specific resources; with the assignment of a library faculty member to teach an introductory course in the new webmaster program; and with a series of faculty development programs examining information literacy issues. Library management has also been reorganized since the last visit. The Associate Dean for Library and Information Services now has a wider scope of responsibility than the position incumbent of ten years ago, including responsibility for Campus Computing and Educational Technology and Faculty Development.

Campus Computing and Educational Technology contributes to the accomplishment of the college's Mission and Goals by designing, installing, maintaining, and supporting the electronic infrastructure required to deliver to all desktops across campus and at remote sites a wide array of information resources and educational services. (5.A.1,5.B.1) This infrastructure includes a high-speed network on a fibre-optic backbone that integrates new and legacy equipment; its newest components and highest speeds are found in the Library and Learning Center. The network also includes 26 wired classrooms; 7 dedicated labs for math, writing, second language learning, physics, CAD-CAM, machining, and information technology; and it includes as well the 96-station open lab in the library where an additional 10 stations are dedicated to accessing the library's online catalog and electronic resources. There are a total of 944 computers on the main campus and at the Duwamish Industrial Education

and Apprenticeship Center (Duwamish). Of these, 711 are for student use while 233 are designated for faculty and administrative use.

RESOURCES AND SERVICES (5.E.1)

Library faculty members, in consultation with their colleagues in the academic, general, and professional/technical education programs and in accordance with the library's Collection Development Policy (see Exhibit),¹ select materials in all media to support instruction in every program delivered at the main campus, at Duwamish, at the NewHolly neighborhood campus, and via distance learning. As highlighted in the Strategic Plan, the two-year goal for 1998-2000 was to strengthen collections in the several areas that support pre-engineering, multicultural, and occupational instruction. The midterm results of this effort can be measured by the New Acquisitions list of 930 titles (see Exhibits), which was distributed to the campus at large by e-mail on January 26, 2000.

The Collection Development Policy that guides this effort details the materials that are generally acquired and describes their relation to instruction and other aspects of campus life.(5.B.3) Its salient points are summarized and published on the library web page (<http://www.sccd.ctc.edu/~sslib>). A copy of the complete document is kept at the reference desk where it can be consulted whenever the library is open. (5.B.4, 5.E.1) The opportunity to participate in developing library collections is provided faculty, staff, and students through appointment to the Library Advisory Committee and, more broadly, through the library web page, which has discrete links for faculty members (<http://www.sccd.ctc.edu/~sslib/facquestion.html>) and for students (<http://www.sccd.ctc.edu/~sslib/question.html>). These links allow anyone in the community to contact a librarian with questions, comments, or collection development suggestions and requests. The online forms used for this purpose promise a response within two days.

Among the library faculty there are *de facto* liaisons to each of the instructional divisions. One Faculty Librarian teaches in the webmaster program; another is a member of the Academic Programs fine arts faculty; and yet another works closely with the

ABE/ESL program. Finally, there is a formal link to distance learning, which was made a chief responsibility of a faculty librarian.

As the foregoing will have indicated, the library faculty make a sustained professional effort to build strong collections through organized involvement with the campus at large, working within the limits of the budget. But when measured against the ACRL (Association of College and Research Libraries)/AECT (Association of Educational and Communications Technology) national standards (<http://www.ala.org/acrl/guides/jrcoll.html>) for community, junior, and technical college learning resources programs, the college's library is seen to provide information resources that are less than adequate in quantity for a student population under 3,000 FTE. According to these national standards, the minimum quantity for a population of the size the college serves is 60,000 volumes; the college has 32,103 volumes. To reach what these national standards describe as an adequate collection for the size population the college serves in 2000-2001 is beyond the college's immediate means. As described in the Executive Summary and earlier in this section, the college is addressing this concern.

FACILITIES AND ACCESS

Close to ten years in the design and building, the new library opened at the beginning of winter quarter 2000 to wide acclaim; this is evidenced by student and community newspaper accounts (see Exhibits). The book, periodical, and media collections are now readily available and easily accessed in a space designed for their most effective use. These collections are cataloged and shelved within easy reach of the information commons and the reference, circulation, and media desks. Books and hard-copy issues of magazines, journals, and newspapers are available for on-site use or loan throughout the sixty-seven hours that the library is open each week during fall, winter, and spring quarters. The web-based catalog is available twenty-four hours a day, as are those electronic resources whose licensing agreements so permit. (5.C.)

The catalog provides immediate access to the shared resources at all three colleges in the district, and the web makes it possible to search other collections beyond local holdings for research or interlibrary loan purposes. (5.B.5) There are four places in the library where web-based resources are accessible: the Information Commons; the dedicated electronic resources machines; the library classroom; and the Teaching and Learning Center (TLC). Faculty and staff have access as well from their desktops and faculty, staff, and students have access from home. Electronic resources are an example of district-wide cooperation, a shared collection development effort begun in 1993 (see <http://www.sccd.ctc.edu/~library/research.html>). The district libraries also participate in the statewide database licensing project, which is managed by the Washington State Library and funded in part by the Library Services and Technology Act (LSTA). (see <http://www.statelib.wa.gov/sdl/index.html>). While the college augments its current collection in the above manner, it is not intended that these efforts substitute for building an adequate collection.

The new two-story library facility is well designed for the purpose of integrating classroom instruction with the research that students must do to complete it. The library occupies the first floor of the Library and Learning Center (LLC) — approximately 22,000 square feet of the building's 45,000 square feet. The current seating capacity is 280 seats, including the study gallery on the second floor. This provides space for students to work collaboratively or independently at a computer, at a study table, in carrels, in a seminar room, or in comfortable, informal seating arrangements.

The facilities that house Computer Services and Educational Technology are being remodeled. The central role that computing plays in the new library is made clear by the location there of the office for the Director of Educational Technology. The network administrator and the staff reporting to him work in the Robert Smith Building where the core network equipment is installed in space originally dedicated to the purpose in the early 1990s. Since the unit was first established, Computer Services has occupied 1,036 square feet. When remodeling is complete in 2000-2001, it will occupy 1,529 square feet.

PERSONNEL AND MANAGEMENT

The library meets the minimum ACRL/AECT national standards for instructional resources personnel to serve a student population (5.A.1) the size of South's. It is managed as part of a larger administrative unit that includes Instructional and Administrative Computing (5.D.4.b), educational technology (distance learning, media services, and interactive TV), teaching and learning, and faculty development. The Associate Dean is responsible, either immediately or through the Director of Educational Technology for all aspects of the library and computer services. The library is staffed by three full-time faculty librarians, three part-time librarians; three full-time paraprofessionals for circulation, acquisitions, and media booking; and five student full-time equivalencies (FTEs). (5.D.1) Throughout the academic year, the library is open sixty-seven hours a week, during which time there is always a librarian at the reference and information desk, a paraprofessional at the circulation and media desk, and a lab aide at the desk in the information commons. Because the college is part of a three campus district with a single library information system and because the three college libraries have been migrating from one major system (Inlex) to another (Endeavor Voyager) since 1998, there has been an unusually high commitment of time on the part of the project's lead librarian and lead paraprofessional for off-site committee work and training during the period of the self study. As a result, there has also been a higher than usual employment of part-time and substitute staff in the same period. Cataloging is notable for its absence from the foregoing list of local responsibilities. Rather than being done at each of the three colleges in the district, cataloging is a district-level responsibility and is accomplished at the district's Office for Library Technical Services (LTS) where 1.5 FTE paraprofessional staff supply copy cataloging and processing for over 7,000 items annually.

Campus Computing and Educational Technology is staffed by 3 full-time exempt positions: the Director, the Network Administrator, and the Media Manager. There are 6 classified technicians whose primary assignments are networking, software support and technical education liaison; general installation, maintenance, and troubleshooting; management of and support for the Information

Commons; and support for the NewHolly neighborhood campus facility. There is as well a part-time Help-Desk lead who is assisted by six student workers to provide up to sixty-four hours of service per week. There are also ten part-time technicians, many of whom are enrolled in the college's computing technology programs; and there are 21 FTE lab aides. Throughout the academic year the computer labs are scheduled for classes and otherwise open for business over ninety hours a week. Lab aides are assigned to assist in classes with enrollment above a given threshold; they also work in the Information Commons with the library faculty as part of the Information Literacy and Technology team. During the period of self-study there has been 80 percent turnover in the staff and significant growth and restructuring; the operation is still in transition. The college is part of a three-college district with a single legacy system for each of several key functions: registration and student records; financial management, personnel, and payroll; library information; e-mail; and phones. While the daily functioning of each of these systems affects the perception of computing success, each system is managed centrally at the district and therefore, not under the control of South's computing services.

Analysis and Appraisal (Planning and Evaluation)

Collection: In addition to the long-standing practice of working with faculty to evaluate, weed, and build those parts of the collection that support their particular areas of instruction, a new evaluative approach involving faculty and their students was introduced in 1998-1999 and will be continued in 2000-2001. In 1998-1999, the Children's Literature class worked with the library faculty to complete the first discipline-specific evaluation in (see Exhibits). A computing technology class is scheduled to complete a similar discipline-specific evaluation in 2000-2001. (5.B.1)

The currency of the collection as a whole has been measured twice in the past ten years, once formally and in its entirety in 1993 with the commercial WLN Conspectus project, a nationally recognized standard of measurement (see Exhibits), and once informally in 1999 with a snapshot survey of 29

subject areas (see Exhibits). Both measurements reflect the downturn in spending on instructional materials that dates from the early 1980's, a fact that was noted by the accreditation team on its visit in 1990. Only 25 percent of the materials the library currently holds were published after 1983. Both the age and the size of the collection became a matter of concern to the Library Advisory Committee during the period of self study, and the Committee forwarded a five-year funding request to the President's budget subcommittee in May 2000.

Instruction: In terms of campus-wide planning, library faculty members and administrators serve on the Curriculum and Instruction Committee (CIC), the Academic Programs Advisory Committee, the Publications Committee, the Art Gallery Committee, the Technology Committee, the Institutional Effectiveness Committee, and the Faculty Senate. At the district level, they serve as well on several district-wide committees: the Distance Learning Committee, the Faculty Development Committee, the Electronic Resources Committee, and the Periodicals Committee. At the state level, library faculty members are active in, and one is currently president-elect of, the CLAMS (College Librarians and Media Specialists) (<http://library.centralia.ctc.edu/home/Clams/default.html>); another is currently the college's representative to the FACTC (Faculty Association of Community and Technical Colleges). The library associate dean is the community college representative on the steering committee for the Digital Images Initiative, which is sponsored by the Washington State Library (<http://www.statelib.wa.gov/projects/Digitize/index.htm>) (5.D.5)

As indicated earlier in the Description, Faculty Development and the TLC are also the administrative responsibility of the library's Associate Dean. In 1999-2000, Faculty Development sponsored programs on assessment and Student Learning Outcomes; the Campus Climate Survey; the Small Group Instructional Diagnosis process; the first-year experience; assisting students' cultural patterns of communication; copyright and intellectual property; and plagiarism. A new series with an international focus was also inaugurated with faculty presentations on distance learning in Sweden; youth litera-

ture in southern Africa; China, north and south; the Middle East; and around the world in (more than) eighty days. Faculty development credit was offered in addition for the math department's seminar series and the library's information literacy workshops (see Exhibits). An intensive Summer Institute on web resource design and development is planned for August 2000 and will be held in the TLC (<http://www.sccd.ctc.edu/~ssl/lib/SI>). (5.B.2)

Research: The library regularly participates in campus-wide surveys. During the period of the self-study, 2 surveys were undertaken whose results were then addressed by the Library Advisory Committee and are now taken into account in planning, the Climate Survey and the CCSEQ. The Climate Survey was conducted during spring quarter 1999. The Community College Student Experience Questionnaire (CCSEQ) was administered spring quarter 1999. The results relative to library service and information technology are discussed below in Future Directions. (5.E.3.b)

In the Institutional Effectiveness Assessment that the library conducted in 1992-1993, students were asked to indicate what changes would make them use the library more. In descending order of frequency, their responses were that the library be open on weekends, that instructors require them to use it, that it be made a more comfortable environment; that the book collection be improved, that there be computers for word processing, and that it be quieter. The library is now open on Saturdays, and the new building provides one of the most comfortable environments on campus. It is the site of the college's open lab – the Information Commons – where students can use computers for word processing and other computer based access. In strategically targeted areas, the book collection is increasingly more up to date, although it cannot be said to be growing in any statistically significant way.

In the CCSEQ administered in spring 1999, one-half to two-thirds of the respondents indicated that they had never used the library as a quiet place to study; never read newspapers or magazines in the library or online; never checked out any materials; never searched the catalog, prepared a bibliography, or sought help from a reference librarian; and

never found anything interesting by browsing the shelves. Students who had used the library indicated that their most satisfying experience of it had been as a quiet place to study, while their least satisfying experience had been trying to find things they wanted or needed to read, whether in the catalog or by browsing the shelves. When compared to the data collected in 1992-1993, this would seem to indicate that: a) students continue to expect the library to provide them a quiet place to study; b) the collection continues to be insufficient to meet their needs; and c) there is a substantial number who do not yet see Information Literacy – an established Student Learning Outcome — as an aim that the library can help them achieve. (5.E.3.a)

FUTURE DIRECTIONS

Quiet is at a premium in the new building with its design emphasis on collaboration, and students have made this known throughout the first six months of use. This will guide the college in planning for the library's expansion to the second floor of the LLC when the new Technology Building opens in 2006.

The Library Advisory Committee recommended to the President's budget subcommittee in May 2000 that the campus commit an additional \$20,000 for each of the next five years to expand and update the collection. While electronic resources are an important part of the new library building and its services, in those areas where books remain the medium of choice the collection needs to reflect the building's standards. In response to this request, the President has committed to a five-year plan to commit college operating resources to address the collections issue.

The CIC and faculty librarians will focus on the Information Literacy Student Outcome during the 2000 - 2001 academic year. A goal is to establish a benchmark that will be used across the curriculum to promote Information Literacy and then to this outcome. Information Literacy Outcomes are that students:

- Access and evaluate information from a variety of sources and contexts, including technology
- Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

Although Information Literacy has been included in course outlines campus-wide, there has not yet been a coordinated, campus-wide effort to promote and assess. Two courses that focus on Information Literacy (LIB101 and LIB180), are taught quarterly. An average of 22 library orientations for specific classes is taught quarterly. Additionally, 15 specialized orientations, open to everyone, are scheduled quarterly. Presently, Information Literacy is a major component in English 102. Composition, which is required for academic students, and English 105 Applied Composition, which is required for vocational students. The librarians have worked with instructors of these courses to assure the infusion of Information Literacy components.

In the Climate Survey conducted in 1999, faculty indicated a high level of satisfaction with the library in many areas. Eighty-two percent were satisfied with the hours of operation. Faculty respondents reported considerable satisfaction with the involvement in collection development; adequacy of audio/visual equipment; the availability of facilities, resources, and services; the level of interaction between faculty and staff regarding use of library; and their own use of library resources. As satisfied as they were with the library, however, they were almost as dissatisfied with computing. Specifically, they were dissatisfied or very dissatisfied with a) student access to computers; b) with the accessibility of new and current software; c) and with the extent of technical support. This survey was conducted prior to the opening of the newly remodeled library and Information Commons in January 2000. The college would expect that these responses would be significantly different had the survey been done after January 2000.

During the past ten years, the college has committed an increasing percentage of its available resources to support the expansion of computers and technical support. It is expected that this trend will continue because of the rapid changes in technology and student demand for technology-based programs. The challenge to the institution is to maintain this level of support and to identify new sources of funding.

The speed and stability of the network that enables ready access to new and current software in the LLC needs to be realized across the entire network. The college is going forward with the recommended build-out that was presented to the President in summer 2000 and should complete it by summer 2001.

¹Presented to and approved by the college's Library Advisory Council in 1979. Approved by SSCC Cabinet May 1980.

Standard V

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STANDARD VI

GOVERNANCE AND ADMINISTRATION

Standard VI describes South Seattle Community College's administrative structure; its relationship with the Seattle Community College District, and the district's relationship to the Washington State Board for Community and Technical Colleges. State statutes and "district" policies guiding the district and the college are also addressed. Board and presidential responsibilities are described as well as participation in governance activities.

INTRODUCTION

The focus of the Standard VI Self-Study Committee was to a) ensure that the college is in compliance with the standard; b) determine that the distinctions between the roles of the district and the college are clear; c) determine the extent to which faculty and staff are involved in governance, and d) to ensure that the recommendations from the 1990 report were addressed. To accomplish this, the committee examined relevant documents pertaining to the district and the college. The committee interviewed the district Chancellor, the college President, the Vice President for Instruction, and the Vice President for Student Services. In addition, the committee submitted supplemental questions related to governance and administration for the 1999 Climate Survey. The data used in this report was gathered from the Climate Survey and from the Issues Forum held in April 2000. To analyze the data, the committee compared the results of the 1999 Climate Survey with the results of the 1995 Climate Survey. Some of the data gathered from this analysis was further compared to the information gathered from the Issues Forum. Finally, the section illustrates that there have been changes in the governance system based on data.

GOVERNANCE SYSTEM

THE STATE

The Seattle Community College District falls under the broad regulatory authority of the Washington State Board for Community and Technical Colleges

(SBCTC). There are 34 community and technical colleges within this system, which was created by the Community College Act of 1967. It is through the State Board that the community and technical college presidents coordinate statewide efforts and interface with the state legislature. Funding from the state legislature for the community and technical college's comes to the college districts through the State Board for Community and Technical Colleges (SBCTC) via a funding model. Monies, in-turn, come to the individual colleges via modified version of the state funding model.

THE DISTRICT

South Seattle Community College is unusual in that it is a part of a district, which is led by a district Chancellor. The Seattle Community College District (the district) is comprised of three degree-granting colleges with several satellite campuses and a vocational institute. Each college is accredited separately. The district office has both administrative and service functions. It is the reporting body for the district to the SBCTC and is responsible for ensuring that the district is in compliance with the laws, policies, and procedures that govern the state system. Under the direction of the Chancellor, a District Strategic Plan is developed that provides guidance for the district. The strategic plan for each college in the district falls under the umbrella of the district plan. The goals of the district and the colleges are mutually supportive (see Standard I for more details). The chancellor delegates to each college president, the authority to carry out each college's respective mission. In addition, the district provides centralized services to the three colleges in the areas of payroll, benefits, financial accounting, purchasing, information technology, and human resources (see Exhibits – Policy Manuals).

A Board of Trustees (the board) governs each community and technical college district in the state. The governor appoints the members, and each trustee serves a maximum of two five-year terms

(6.B.4). The Board, which governs the three-college Seattle Community College District, is the highest level of district governance. The board selects the district Chancellor, who is the Chief Executive Officer of the Seattle Community College District, and delegates (6.B.7) to him/her the authority to carry out the mission of the district. The President of South Seattle Community College reports directly to the district Chancellor. As part of the district structure, four senior administrative positions: the Vice Chancellor for Business and Finance, the Vice Chancellor for Planning and Development, the Vice Chancellor for Information Technology, and the Vice Chancellor for Human Resources (see Exhibits – Organization Charts). In addition, each college president has district-wide responsibilities as a vice-chancellor. These assignments may be rotated.

At the district level, there are policies and procedures (see Exhibits – Policy Manuals) that apply to all three colleges (6.B.3). With the appointment of Dr. Peter Ku (who has served as president of both North Seattle Community College and South Seattle Community College) as district Chancellor since 1998, there is an ongoing effort to clarify the authority and responsibility (6.A.4) between the district office and the three colleges. In general, however, the district policies form the basis of college operating procedures.

THE COLLEGE (6.A.2 AND 3)

The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by state statutes, district policies and procedures, district collective bargaining agreements, and procedures. In addition, the governance system at South Seattle Community College, as established by its President, facilitates the successful accomplishment of its missions and goals (see Organization Chart). This is an advisory (or consultative) system, which includes 4 main governing councils: the President’s Cabinet, the College Council, the Instructional Council, and the Managers of Student Services (MOSS). The President’s Cabinet, made up of senior administrators, is the primary advisory governing body. The Instructional Council and the Managers of Student Services provide direction and leadership in the areas of instruction and student services. There are

several standing committees that provide for the consideration of faculty, student, and staff views, two key ones are the College Council and the Curriculum and Instruction Committee (CIC). The College Council, with broad representation from across the campus, communicates issues and makes recommendations directly to the President. This council provides some of the elements of a shared governance model but their ultimate role is advisory. In addition, the President’s Cabinet reviews recommendations made by the College Council and advises the President accordingly. The College Council is the primary voice of the college community and its role and responsibilities are laid out in its bylaws (see Exhibits – Bylaws). In addition, the Curriculum and Instruction Committee plays a major role in accomplishing the institution’s instructional mission. This committee is responsible for program reviews, new course approvals, and course revisions. It, too, operates under a set of bylaws (see Exhibits – Bylaws). Establishment of this committee addressed one of the recommendations from the 1990 Accreditation Report.

A Faculty Senate was established through the Seattle Community College Federation of Teachers (SCCFT). While not a part of the college’s official governing and decision-making structure and, therefore, not a traditional senate, it serves as a voice for faculty concerns and provides a forum by which faculty can make recommendations to the President. Provision is also made for students to play a role in the governance system, primarily as representatives on the College Council as well as on the CIC and other key committees. In addition, representatives of the student government meet with the President quarterly. Other college committees that play a role in the governance of the college include, among others, the Institutional Effectiveness Committee (IEC), the Academic Programs Advisory Council (APAC), the Diversity and Retention Committee, and the Classified Development Advisory Committee.

The governance system provides for the orderly and successful accomplishment of the college’s mission and goals. The institution is mindful of its entrepreneurial role, of the importance of being responsive to the needs of its students and the

community it serves, and of the necessity to form partnerships with business and industry. Thus, in fulfilling its mission, the college prides itself on having the flexibility to adapt to change and to respond to opportunities.

THE GOVERNING BOARD (6.B)

The five member Board of Trustees for the Seattle Community College District (the board) is ultimately responsible for the quality and integrity of the institution. In accordance with district policy, the Board, selects, appoints, and evaluates the district Chancellor. The board approves the missions of the district’s colleges and exercises broad-based oversight to ensure compliance with district policies. The Board also approves district policies and delegates to the district Chancellor the responsibility to implement and administer of these policies. In addition, the board approves academic degrees and delegates to the colleges the authority to approve certificates, other major programs of study, and any substantive changes to existing programs. Finally, the board approves the district/institutional budgets and reviews periodic fiscal audit reports.

The board has routinely conducted self-evaluations since the inception of the district. However, with one new member having joined the board each year since 1997, board members have focused on learning about the district. Currently the Board is planning several retreats to review board operations, including self-evaluations. By fall 2000, the most senior board members will have only served seven years.

The Chancellor is a nonvoting member of the Board as are the three college presidents. In addition, faculty, classified staff, and student representatives participate as ex-officio or nonvoting members (the Student Body Presidents of each campus participate). The terms of individual board members are staggered to provide continuity. No member is a district employee nor does any member have a financial interest in the district or its colleges. The board holds open meetings and meets on a regular, publicly announced, schedule. Current board members are listed below.

Current or Most Recent Positions

Thomas Malone	Principal, Treece Richdale Malone Corning Abbot Chair, 1999-2000. Appointed 1997
Paul Wysocki	Executive Director, WA State Rehabilitation Advisory Council. Appointed 1991
Nobie Chan	Former Academic Dean of Edmonds Community College, Kobe Japan Campus. Appointed 2000
Yvonne Sanchez	Supervisor, Department of Social and Health Services Appointed 1998
Dorothy Hollingsworth	Interim Director, Senior Citizen’s Department Office of the Mayor. Appointed 1999

LEADERSHIP AND MANAGEMENT (6.c.)

Dr. David Mitchell is the President of South Seattle Community College. He provides full-time leadership through defining institutional goals and the implementation of the college’s Strategic Plan. President Mitchell is also the district Vice Chancellor for Distance Learning. As such, the President has responsibilities district-wide and at the college. The duties and responsibilities of campus administrators are defined in their respective job descriptions, (see Exhibits – Job Descriptions) district polices (see Exhibits – Administrative Policy Manuals), and state statutes. Acting in accordance with these duties and responsibilities, administrators are qualified to provide effective educational leadership and management. To ensure effective leadership and management, administrators are evaluated annually. Evaluation criteria include meeting unit goals, exercising effective management skills, job knowledge, meeting peer expectations, taking initiative, and demonstrating creativity. (see Exhibits – Administrative Policy Manuals). All college employees had the opportunity to evaluate the President and Chancellor, spring 2000.

The college's planning and institutional effectiveness cycle (see Figure I.1 Standard I) sets a framework for timely decision making. Each year, the Office of Planning and Research conducts a number of research activities. The results of this research are forwarded to key councils and committees, including the President's Cabinet, the Instructional Council, the IEC, and MOSS. This information is then shared with key constituencies, including faculty and counselors. The information gleaned from an analysis of the research data is used to set unit goals, to inform decisions that lead to the improvement of teaching and learning, and to evaluate institutional effectiveness.

Institutional advancement activities are clearly and directly related to the college's mission statement and goals. The SSCC Foundation supports students in achieving their goals by providing student scholarships. In 1999, the Foundation awarded \$169,000 in student scholarships. The Foundation also supports faculty and staff development. There is a \$200,000 endowment earmarked for faculty development. In 1999, \$15,000 was awarded through the Fund for Excellence Grant program. Among other fund-raising activities, the Foundation hosts an annual golf tournament, which netted \$48,000 at its 1999 event. The Foundation strives to enhance community and business relations through events such as The Benefactor's Award Dinner, Friends of the College Dinner, the Arboretum Tour and Tea, and the High School Scholarship Awards Reception. The Foundation is currently involved in its first capital campaign – a \$1.2 million campaign to build a new kitchen and renovate existing space for the Culinary Arts program.

Administrative committees such as the Instructional Council and MOSS are designed to facilitate cooperative working relationships among organizational units. Within units, committees such as the APAC, along with regularly scheduled division meetings, encourage and promote open communication and goal attainment. In addition, on a campus-wide basis, informal gatherings such as the Lunch Club, a monthly activity hosted by the Foundation and coordinated by the College Council, are designed to facilitate open communication and foster community. The President also holds quarterly forums

that serve to encourage open communication and goal attainment. Biennial "Meet-the-President" meetings are held. Notes are taken and follow-up occurs on topics discussed, e.g., security, lighting, and hours of cafeteria service.

District policies and procedures and the Seattle Community Colleges Collective Bargaining Agreements identify procedures and criteria for administrative and staff appointment, evaluation, and termination. Recently, the recruitment and retention of qualified administrators has been challenging, given the current salary structure and a very competitive job market in the region.

FACULTY ROLE IN GOVERNANCE (6.D)

South Seattle Community College and the Seattle Community College District support the role of faculty in governance. In fact, since 1995, faculty (and staff) have a far more significant role in governance than they had had in the past. At South Seattle Community College, faculty serve on various committees, subcommittees, and councils that relate to institutional governance, planning, budgeting, and policy development. These committees include the College Council, the College Council Budget Subcommittee, the IEC, and the CIC. The college supports faculty who serve on these committees by providing, when appropriate, reassigned time or professional improvement units (salary credits). Faculty are involved in setting and meeting unit goals as part of the institution's planning process. At the district, faculty also participate on committees and councils such as the Agreement Management Committee, the Distance Learning Committee, the Professional Development, the Curriculum Development Committee, and the Chancellor's District Advisory Council. The Board of Trustees includes one member of the faculty at its meetings as a nonvoting member.

STUDENT ROLE IN GOVERNANCE (6.E)

Both the district and the college support students' participation in governance, planning, budgeting, and policy development. The student government, the United Student Association (USA), is recognized as the official voice of students on campus. In 1999-2000, the USA managed a \$367,000 annual budget. Students hold a majority of seats on the

Universal Technology Fee Committee, which virtually gives them control over how those funds are spent relative to technology. Students serve on campus committees and councils (see Exhibits – List of Committees), including the College Council. It is the College Council that provides students the greatest opportunity to become involved with governance, budgeting, and policy development. In addition, President Mitchell holds quarterly forums for both day and evening students in order to provide students with an opportunity to share their views and air their concerns. On the district level, the student body president participates as a nonvoting member at the Board of Trustees meetings and there is a student member of the Chancellor’s District Advisory Council.

POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION (Pol.6.1)

South Seattle Community College is committed to equal opportunities in education and employment. In educational programs and employmen, the college does not discriminate on the basis of race,

color, religion, national origin, gender, sexual orientation, age, marital status, or the presence of any physical, sensory, or mental disability . The college is dedicated to recruiting from applicant pools that maximize the potential to create a workforce of highly qualified employees who reflect the college community’s diversity. As part of its Mission and Goals, the college has increased the number of faculty of color from 13 in 1996 to 20 in 1999. This represents an increase of 54 percent between 1996 and 1999.

Table VI.1 below indicates the ethnic representation among faculty for 1997, 1998, and 1999. Enicity Code 1 denotes Asian American, Code 2 denotes African American, Code 3 Native American, and Code 4 denotes Hispanic American. Asian and Native American representation has remained stable, but the college has be successful in increasing African American and Hispanic American representation among faculty. This ethnic diversity follows closely the ethnicity of the student body at South.

Table VI.1
FACULTY OF COLOR 1997-1999

As a culturally diverse institution, South Seattle Community College is committed to serving the diverse needs of students, staff, and the community at large as evidenced by the on-going activities and programs that support diversity at the college. These include:

- Outreach to the general public that includes information about employment opportunities at the college, through participation in job fairs and conferences, etc. Emphasis is placed on targeted outreach to minority groups. The Director of Diversity and Retention reports to the college president.
- The Diversity and Retention Committee represents the college community as a whole and serves as an advisory board to the President on College-wide issues. This Committee also provides services to the college community by offering workshops, seminars, and training related to the many aspects of diversity.
- Special Student Services Programs
- Student Programs Activities/Student Government/Student Activity Clubs
- The Affirmative Action Policy statement appears in the following documents:
 - Quarterly schedules
 - SCCD Catalog
 - Employment applications
 - Job announcements
 - SCCFT Collective Bargaining Agreement [Exhibit #8, Standard 6]
 - Washington Federation of State Employees Contract [Exhibit #8, Standard 6]

POLICY ON COLLECTIVE BARGAINING (Pol.6.2)

The collective bargaining agreement between the district and the faculty is in accord with the standards established by the Commission on Colleges. In fact, provisions in the agreement between the SCCFT and the district ensure that the standards are met. Working conditions are clearly defined, and the integrity of the instructional program is protected. Procedures are in place to provide for a highly qualified faculty and to guarantee due process. Further, there is a provision within the collective bargaining agreement establishing an Agreement Management Committee that serves to clarify

and resolve issues that emerge during the course of the agreement (see Exhibits – Agreement, Seattle Community College District VI Board of Trustees and Seattle Community College Federation of Teachers Local 1789).

The collective bargaining agreement between the district and the classified staff (The Washington Federation of State Employees AFL/CIO) is also in compliance with the standards of the Commission. Articles of the agreement provide for a safe and healthy work environment, guidelines for professional development, defined working conditions, and the rights of its members to participate in college’s governance (see Exhibits – Agreement). The self-study process allowed for and encouraged representation from all constituencies on campus, and neither collective bargaining agreement contravenes the requirements of the standards set forth by the Commission on Colleges. For six months during the self-study activities, the district was actively involved in staff and faculty contract negotiations. During this period the pace of the self-study and the quality of instruction were not impacted—classes continued, the writing and committee activities continued, and progress was communicated. The negotiations concluded in March 2000.

ANALYSIS AND APPRAISAL THE COLLEGE

South Seattle Community College has undergone considerable change since a campus-wide reorganization in 1995. However, the reorganization was primarily a reduction and reorganization in staffing levels throughout the institution, affecting management as well as support positions.

In conducting the self-study, several issues emerged that faculty and staff perceive to be related to the reorganization: workload, communication, and community. These issues were examined at an Issues Forum conducted in April 2000. During the forum, which was conducted by an outside facilitator, the issues were discussed and clarified. As a follow-up to the Issues Forum, the College Council sponsored a Lunch Club to address the concerns related to community building. Recommendations from these events were forwarded to the President’s

Cabinet for further action. The President and College Council developed a plan of action. For example, the Vice President for Business is forming a college-wide taskforce to review and revise taskforces. The September 2000, President's Cabinet Retreat will develop action plans in response to the concerns.

In addition, the college has undergone considerable turnover among its administrative ranks as well as with support staff. For example, within five years, there have been two new presidents and several other new administrators. This turnover has created some gaps in leadership continuity. While every effort is made to fill vacant positions in a timely manner, a highly competitive job market, the current salary structure, and the desire to get a qualified applicant pool have made this task difficult. Another effect of employee turnover, and the failure to fill positions in a timely manner, is the increased workload experienced by those who must take on additional responsibilities. In 1999-2000, 53 new employees were hired.

While the self-study revealed some issues related to governance and administration, the results of the 1999 Climate Survey, indicate that satisfaction with the governance and administration of the college has increased somewhat since the 1995 Climate Survey. There are a number of ways that faculty and staff are involved with the governance of the college.

Since the President established an advisory (consultative) governance system at the college in 1995, the administration continues to encourage and support the involvement of faculty, students, and staff in governance, planning, budgeting, and policy development. The administration acknowledges that there must be opportunities for the views of all constituencies to be heard.

The 1999 Climate Survey established some baseline data to determine the extent to which faculty and staff are involved in governance. The results show that among those responding to the survey, 18 percent of classified staff are involved in governance through the College Council, and faculty participation on committees related to governance is as follows:

Faculty Involvement on Committees

<u>Committee</u>	<u>Full-time</u>	<u>Part-time</u>
College Council	19%	3%
Academic Programs Advisory Committee	52%	10%
Curriculum and Instruction Committee	23%	19%
Faculty Senate	42%	6%

In light of the 1995 Climate Survey, a number of activities were put into place to bolster the effectiveness of the college's governance and administrative system, to communicate that effectiveness to the college community, and to seek input from the college community:

- The President's Cabinet holds an annual retreat
- The President's Cabinet agendas are published via e-mail, allowing time to comment before the meeting
- All faculty are involved with the development of their units' goals as part of the strategic plan.
- The IEC reports annually to the President's Cabinet on the progress in achieving the goals identified in the strategic plan
- A webmaster will be hired to develop and maintain a college intranet site
- Minutes of the President's Cabinet, meetings, College Council, and CIC meetings are posted in public folders and/or communicated via e-mail.
- The Lunch Club, an informal gathering with the goal of improving communication within the college community, was reestablished
- The College Council has reviewed the Climate Survey, solicited input, and made recommendations to the President

The 1999 Climate Survey suggests that these activities, along with the change in the system of governance, have had a positive impact upon personnel. The data show a significant increase (10 percent or better since 1995) in the satisfaction of the college community regarding governance and administration in the following areas:

- Communication to employees of resource allocation decisions and revisions
- Employee involvement in policy development at the college

- Staff, faculty, and administrator involvement in budget preparations
- The extent to which a systematic process for program review is in place
- The extent to which institutional priorities are reflected in decision-making
- The extent to which the mission is reflected in decision-making
- The extent to which the organization of the college reflects institutional priorities
- The extent to which employee input is sought in the decision-making process

While there has been significant improvement, satisfaction levels in the areas listed above remain under 40 percent. Clearly, more work needs to be done in this area.

The 1999 data also reveal an increase in satisfaction from the 1995 survey on a number of items related to management and leadership

- Communicate to employees resource allocation decisions and revisions
- Employee involvement in policy development at the college
- Staff, faculty, and administrator involvement in budget preparations
- The extent to which institutional priorities are reflected in decision-making
- The extent to which information is available for me to do my job effectively
- The extent to which the organization of the college reflects institutional priorities
- The extent to which employee input is sought in the decision-making process
- The extent to which information is shared

The above are eight of the 14 areas of greatest increase in satisfaction from the Climate Survey of 1995. They reflect the effectiveness of management in establishing structures for strategic planning and improved communication and provided evidence that the college's Institutional Effectiveness Plan is working.

In general, the survey results show that a) the governance system promotes and supports greater participation from the college community and

b) the mission and goals of the institution drive the decision-making process.

Despite the fact that data show an increased satisfaction in organization and governance, the data also revealed several areas in which at least 25 percent of respondents indicated dissatisfaction. However, the level of dissatisfaction in key areas (*) decreased by greater than 10 percent since the 1995 survey.

- The extent to which college leadership is decisive and results in action
- The effectiveness of the organizational structure of the college*
- The extent to which administrative responsibilities are clearly communicated*
- Employee involvement in policy development at the college*
- The extent to which employee input is sought in the decision-making process*
- Communication of policies and procedures at the college
- The extent to which decisions are made at the appropriate level of the organization*

In addition, while most respondents feel there is a spirit of cooperation within their units, a spirit of cooperation across different units of the college is lacking. There was a 3 percent increase in dissatisfaction between 1995 and 1999. To ensure that we are working together to enable student success and to promote cooperation and coordination between academic, professional/technical, English and English as a Second Language, student services, and instructional programs, a number of actions have been taken. MOSS meets quarterly with the Instructional Council to share information, to identify issues and concerns, and to solve problems. Each appoints a member to serve as liaison to the other Council. Also, an annual faculty retreat was instituted during the 1997-1998 academic year which provides an opportunity for academic and professional/technical faculty to work on areas of common concern. The Lunch Club and the Summer Potluck provide opportunities for community building. There is also an annual Classified Retreat. The College Council is also addressing this concern.

The Planning and Research Office conducts a considerable amount of key research. Research

results are disseminated to constituencies. The 1999 Climate Survey revealed that, overall, 34 percent are satisfied with the extent to which institutional planning and evaluation is continuous, and 31 percent are satisfied with the overall effectiveness of institutional planning. Only 24 percent are satisfied with the extent to which institutional planning results in action plans and resource allocation. These data indicate a need for continued improvement, greater follow through on strategies to improve the institution and better communication of goal attainment. Since the 1998-1999 academic year, greater efforts have been made to ensure the utilization of research in decision making. In winter quarter, 1999, the President held a forum to educate the college on institutional effectiveness and to show how the budget is tied to the Strategic Plan. The College Council has a budget subcommittee charged with seeking input from the college community on the budget. An IEC further facilitates the use of data in decision-making. Faculty development activities have focused on the analysis and use of data. In winter quarter, 2000, the IEC approved the creation of an assessment subcommittee designed to provide a structured setting for the analysis of assessment-related college research, promote its use in decision-making and resource allocation, and strengthen the use of research findings to improve the college's programs and services. An intranet site is being established and the college is in the process of hiring a webmaster. All research instruments and data will be available on the intranet. These efforts are continuous, and there is every indication that the cycle of institutional effectiveness is becoming part of the campus culture. It is anticipated that as results are demonstrated, more employees will become involved and supportive of this process. The policies are all in place and operating for an institutional effectiveness plan, and the college is gradually developing a culture that reflects the process.

At the Issues Forum held in April 2000, participants representing faculty, staff, and administrators identified workload as a major issue. This was supported by findings of the Climate Survey in which faculty (FT 43%, PT 35%), staff (74%), and administrators (68%) were dissatisfied with the extent to which staffing levels are adequate for

faculty and administrative support. Throughout the college community, faculty, staff and administrators are feeling overburdened. The organizational structure of the college is currently being reviewed as part of the analysis of data relating to workload.

A number of concerns regarding decision-making emerged in the Climate Survey. Satisfaction levels are as follows:

- The extent to which leadership is decisive and results in action (30%)
- The extent to which employee input is sought in the decision-making process (27%)
- The extent to which decisions are made at the appropriate level of the organization (27%)

There is a committee structure in place that allows for the involvement of faculty and staff in the governance structure; and while opportunities for involvement in governance have increased, time constraints due to teaching responsibilities, workload, interest level, and scheduling present obstacles to participation. Although there has been positive feedback on distributing the agenda and minutes of President's Cabinet meetings, there needs to be improvement in communicating key/critical decisions that impact employees. The cabinet has set as a priority improving its effectiveness as a decision-making body in response to these data on decision-making.

Some of the information gathered from the Climate Survey is contradicted by the information gathered from the Issues Forum. While the Climate Survey indicates increased satisfaction with communication, the Issues Forum revealed otherwise: lack of communication was perceived as a problem. While more work needs to be done in this area, the college has made significant improvement in its efforts to communicate effectively. These strategies include: the Update, a bimonthly publication; quarterly meetings held by the President and the district Chancellor, the Lunch Club, an informal discussion forum; and the college-wide use of e-mail, voice mail, and, in 2000-2001, the intranet.

THE DISTRICT

Regarding the district office, the 1999 Climate Survey examined the extent to which district services provide adequate support to the college. College-wide, the results of the Climate Survey are as follows:

- 0 percent stated that they were very satisfied;
- 26 percent stated they were satisfied or very satisfied;
- 17 percent stated they were neither satisfied nor dissatisfied;
- 30 percent stated they were dissatisfied;
- 9 percent stated they were very dissatisfied, and
- 17 percent stated the item did not apply or they did not know.

Chancellor Ku has stated that the district's role is to support the colleges. However, these numbers indicate that this is not perceived to be the case, at least not to a significant degree.

Another area analyzed in the Climate Survey examines the effectiveness of collaboration between the three colleges within the district. The results were as follows:

	<u>Dissatisfaction</u>	<u>Satisfaction</u>
All respondents	29%	31%
Administrators	22%	31%
Full-time Faculty	48%	28%
Classified Staff	29%	12%

Clearly, it is the full-time faculty who are least satisfied with the effectiveness of collaboration among the three colleges.

At the district, Chancellor Ku is aware of the challenges facing the district in its role to serve the colleges and to foster collaboration among the colleges. As a former president of both North Seattle Community College and South Seattle Community College, he understands what the relationship between the district and the colleges has been. He has implemented activities designed to address the areas of concern. These activities include quarterly town meetings held on each of the campuses.

During these meetings he openly addresses areas of concern, informs his constituents of activities taking place on a district level that are designed to support the colleges and enhance the district as a whole, and provides a forum for dialogue. The tone is one of sincerity, openness and sharing. He has established a Chancellor's District Advisory Council with representation from all constituencies within the district. In addition, the chancellor's office provides financial support (as negotiated by the SCCFT) for the District Faculty Professional Development Committee that addresses district-wide faculty development issues that require collaboration and cooperation among the three colleges. Finally, Chancellor Ku has reorganized the district office to better address the needs of the colleges and to provide effective support, particularly in the areas of public information and community relations, planning and research, and fund development. In addition after a review of the administrative structure, three administrative positions were eliminated and the budget savings were divided among the three colleges and the district office. He also approved the reestablishment of the position of Vice President of Administrative Services, at South Seattle Community College to strengthen the oversight and services to the administrative services of the college.

In recent years, the State Board is playing a greater role in developing strategies to secure state funds through its legislative requests. The legislature now earmarks funds for worker retraining programs to assist dislocated workers or for job training and placement programs to assist former welfare recipients. As a result, a larger portion of the college's total expenditures is for specific programs identified by the legislature and/or the governor. In addition, the legislature has been appropriating money for specific program initiatives in high-demand fields like Information Technology. Colleges access many of these funds via a competitive process (Requests for Proposal). This process is administered by the SBCTC staff, and in effect, has increased its influence on college operations. The SBCTC staff administers the process of determining which all these earmarked funds flow to the colleges.

FUTURE DIRECTIONS

Clearly, challenges remain in the area of governance and administration. While several of the items from the Climate Survey cited above have shown improvement since 1995, focus remains on continuing the activities currently in place that have led to increased satisfaction and improved results per the college's goals and benchmarks. The President's Cabinet, and the College Council are studying and analyzing the findings from the Climate Survey and the Issues Forum. Recommendations will be made accordingly. Those recommendations will be prioritized and implemented. Those responsible for carrying out the recommendations will be identified. The recommendations and actions taken will be communicated to the campus community. Progress on implementation and effectiveness would likewise be reported. Efforts will be made to ensure that all the activities that have been implemented are targeting the major issues that need to be addressed. Therefore, it is recommended that these activities be catalogued and prioritized

in light of the areas of concern and that they be reviewed quarterly by the College Council and the President's Cabinet to be certain that focus is maintained and to determine that these activities do indeed represent the best course of action for addressing the concerns identified. Institutionally, there should be a goal to decrease these areas of dissatisfaction related to governance and administration by 10 percent or better in the next three years. Although the college has made significant gains in employee satisfaction ratings, the college continues to work towards increasing satisfaction levels. The President's Cabinet and the IEC has been continually analyzing the data from assessment of the college's governance and administration systems to go beyond just employee satisfaction into areas key to the Mission and Strategic Plan. As a result of such analysis, a Dean For Continuing Education, Economic Development and "Partnership" and a Director of Specialized Programs have been hired. An Intranet data and information system is being implemented.

Standard VI

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STANDARD VII

FINANCE

This standard contains detailed information about the college and the District's financial planning and management activities including information about investment management and audit requirements. Included is a description of responsibilities as they are distributed between the district and the college. Finally, there is a section on Financial Aid.

The focus of the Standard VII Self-Study Committee was to a) ensure that the college is in compliance with the standard; b) determine that the distinctions in the roles of the district and the college are clear; c) determine the extent to which the administration, faculty, and staff are involved in the financial aspects of the college; and d) be certain that the recommendations from the 1990 report were addressed. This was accomplished by reviewing existing District Policies and Procedures, examining internal structures that are established to address staff/student concerns relative to these issues, and by adding a supplemental question to the 1999 Climate Survey. To analyze the data, the committee compared the results of the 1992 and 1995 Climate Survey with the results of the 1999 Climate Survey. It also reviewed the 1990 Self Study and the follow-up reports submitted as a result of that process.

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

An effort should be made, on an annual basis during budget preparation, to inform division chairs of that portion of contracted program income that will be used to support general fund activities. A procedure should also be established for the use of other surplus contracted income.

Contract training decreased during the 1990s as new priorities arose and were addressed. However, the current strategic plan includes a goal of increasing contract training. One of the strategies for 2000-2001 is to review and update existing administrative budget manage-

ment and reporting procedures. This will include a recommendation of how excess contract revenue is distributed to support the college's strategic initiatives.

ACCREDITATION 2000 SELF-STUDY

As part of the Seattle Community College District (the district), the President of South Seattle Community College (the college) reports to the Chancellor of the district. In turn, the Chancellor reports to the district Board of Trustees (an independent body of five members appointed to five-year terms by the Governor of the State of Washington). (7.A.1)

The district, as part of the 34 community and technical colleges within Washington State, is also subject to the policies and procedures of the Washington State Board for Community and Technical Colleges (SBCTC). This body provides procedural guidance to the state's community and technical colleges; and it acts as the conduit for legislative appropriations, as it receives and then distributes these dollars to the State's institutions. These appropriations include general operating funds in addition to dedicated funds for specific purposes and initiatives.

The college has appropriate autonomy in the delivery of its educational offerings, as the Board of Trustees is a policy-making board, with limited involvement in management of the institution. Although the SBCTC has the ability to set procedural guidelines and impact the allocation of resources to the district, it has no impact on matters of institutional management outside of compliance monitoring as it seeks to ensure system compliance with legislative mandates and state wide policies and procedures. It is the responsibility of the college to allocate resources and manage its program offerings and operations in such a manner as to meet the mission and objectives of the college.

As part of a multi-college district, which includes North Seattle Community College and Seattle Central Community College, the financial functions of South are aligned with central support functions performed at the district level for all three colleges.

FINANCIAL PLANNING

The college's financial planning (7.A.2) for the future is a strategically guided and collaborative process. It begins by reviewing the mission and objectives of the college and by establishing the college's priorities based upon the strategic plan. The college accomplishes multi-year planning through program reviews and institutional effectiveness planning cycles. Instructional units are provided enrollment and financial history and are given the opportunity to forecast future enrollment and program growth, as well as personnel and program needs. Changes in existing programs or new program requests must align with the Strategic Plan for budget consideration.

When the budget is drafted each spring, the College Council holds an open hearing on the campus where faculty, staff, and students review the proposed budget in light of the college's priorities and provide input to the President and cabinet members. This input is considered when the budget request is prepared for submission to the Board of Trustees for its approval. In addition a three-year projection of major categories of income, expenditures, and plans for the management of capital revenue are developed. Short and long-range capital budgets reflect the college's goals and objectives and relate to the plans for physical facilities and acquisition of equipment.

Each year, the district receives a budget allocation from the SBCTC through the Office of Financial Management (OFM) upon authority of the Washington State Legislature. Resources are then distributed through the District's Resource Allocation Model as approved by the Chancellor and the Presidents. This model is a modified version of the SBCTC's budget allocation model.

Using the projected allocation from the district, the college's business office prepares planning sheets that are based upon the permanent current budget.

The policies, guidelines, and processes for budget development are clearly defined and distributed with the budget planning sheets. The timeline includes deadlines for budget review by the College Council, the President's Cabinet, the district, and finally, by the Board of Trustees. (7.A.3)

The college business office publishes an annual budget summary that is distributed at the college and community public hearing. The detailed budget is distributed to the Vice Presidents for distribution to the appropriate unit heads. Revisions to budgets may be requested by unit administrators and are reviewed by the business office. Upon approval by the district, budget revisions are then entered into the college's financial system and are then reported to unit administrators. (7.A.3)

CAPITAL PLANNING (7.A.4)

Authority to enter into debt and/or rental contracts for the financing of equipment has been delegated (through the Board of Trustees and Chancellor) to the college President. Although the President does have at his disposal the ability to enter into short-term financing (up to four years) through the State Treasurer's office or to secure external financing for projects, all such activity is coordinated and reviewed at the district level for compliance and fiscal prudence. Even though any such obligations are for the benefit of the college, and the college makes the payments, the district is the legal entity obligated under such contracts.

The servicing of existing debt is included in the College's annual planning processes. As well, complete amortization and expected repayment schedules are maintained. The items financed enhance the quality of the college's educational offerings and are financed only after careful analysis that the required debt-servicing obligation will not have a material adverse effect on program offerings throughout the repayment term. (7.B.2)

The state model for capital planning is a three-biennium (six-year) planning cycle. The funding for major projects includes appropriations for an initial biennium planning period followed by an architectural design biennium and then a construction biennium.

The college also receives capital funds each biennium for repairs, maintenance, and minor projects. The repair funds are allocated as a result of a statewide survey of community college facility conditions and the amount of funds allocated by the state legislature. The maintenance funds are allocated by a state formula that considers the age of the college's facilities and the number of square feet of facilities. The President's Cabinet prioritizes minor projects based on unit input and the strategic plan.

Long-range capital planning (Master Plan) is reviewed at least each decade and submitted to the Seattle City Council for approval after a detailed and thorough process involving community representatives and City staff. This plan is required by the City of Seattle and is available to the public upon request.

College buildings are paid for through state legislative appropriations and are financed at the state level by general obligation bonds. A portion of student tuition revenue is designated for the state's bond redemption, and is remitted to the State within thirty-five days of the start of the academic quarter.

FINANCIAL MANAGEMENT

The business functions at the college are under the direction of the Vice President of Administrative Services. Staffing in the administrative service area is adequately budgeted to carry out the following responsibilities (7.C.2):

BUDGETARY/FINANCIAL MANAGEMENT

- Management of college budget development process
- Budgetary monitoring, review, and approval
- Review of payroll and purchase/expenditure requests for compliance, budget, and coding
- Travel review and approval
- Management and review for compliance with college and district internal control policies
- Management reporting/decision support functions
- Development, implementation, and monitoring of business practices and procedures for the college
- Training of college personnel on budgetary and financial procedures and practices

ACCOUNTING

- Billing and accounts receivables management for grants and contracts (Federal items are handled at the district)
- Origination and/or coding review of expenditure and charge/credit documents
- Financial and grant compliance reporting

CASHIERING

Management of main cashiering function for college and the Duwamish Industrial Education and Apprenticeship Center and Food Service Operations

BOOKSTORE OPERATIONS

- Management of college bookstore
- Coordination of operational issues with contract service provider

FACILITIES MANAGEMENT AND CAMPUS SERVICES

- Management of college facilities including custodial, grounds maintenance, and utilities
- Supervision of college security function
- Management of campus parking services
- Development of campus facilities plan in conjunction with campus personnel and architects
- Management of capital project construction including budget, project completion, and liaison activities with project consultants (architects, Department of Engineering and Architecture)
- Management reporting for facilities and assets
- Risk and liability management

Recent developments in the Administrative Services area at the college include a newly appointed Vice President of Administrative Services. This position previously held by a Director of Administrative Services was filled on July 1. The business office also includes two new financial support staff and there is currently a vacant position that should be filled in the near future. The new Vice President and his staff will review current strategic initiatives and goals to determine if results have been achieved and will recommend changes to the college's financial component of the strategic plan.

As part of a multi-college district, the President reports to the district Chancellor. On a quarterly basis, the Chancellor reports to the Board of Trustees on the financial adequacy and stability of the district. The report packet provided to the Board of Trustees includes the following information:

- Tender of Gifts (provided monthly for Board acceptance of such gifts.)
- Budget Status Report (provides detail information on current budgeted levels and any changes to those budgeted levels during the reported period)
- Grants and Contracts Report (information on new, continuing, and expired grants/contracts throughout the district)
- Financial Status (fiscal year-to-date summary of revenues and expenditure activity)
- Capital Projects (summary financial information on active capital projects, detailing appropriated dollars and expenditures project and fiscal year to date)

Although the financial reports presented to the board reflect total district activity, the Tender of Gifts, Grants and Contracts Report, and Capital Projects reports reflect college-specific activities. (7.C.1.)

The business staff at the college work closely with district staff in the accomplishment of the business functions for the college. There are a number of mechanisms to help facilitate cross-campus communication among different groups, including District Budgeting, Accounting and Reporting (DBAR) which includes, the Vice President of Administrative Services from each college, the Vice Chancellor of Business and Finance, and other district managerial and professional financial staff. Additionally, the Business Services Group (BSG) augment the DBAR group in the areas of purchasing and facilities management. Both of these district-wide groups meet monthly to review and discuss areas of interest to district business operations.

The business functions of the college are supported by central support services housed at the district office (see Exhibits – Organization Charts) that provide district administrative activities as well as support services to the college in the following areas:

- Accounting
- Investment/cash management
- Payroll
- Benefits administration
- District-wide internal control support services
- Budgetary and management reporting support services
- Systems support for financial and other administrative computing systems
- Management of pooled college resources (district-wide accounts) such as parking, armored car contracts, banking services
- Resource/budget allocation to colleges
- Purchasing

Cash management and investment of district resources is handled at the district level. The Accounting Department forecasts the ending cash position daily and transfers dollars between the district's operating account and investment fund in an effort to minimize cash on hand and maximize invested funds. (7.C.4.)

The district is limited in the investment options that it can employ by statute. Presently, it utilizes the short-term investment pool that is managed by the State Treasurer's office, which provides short-term investment of district funds. District policy requires adherence to the allowable investment policy as indicated by the State Treasurer's office. (see Exhibits – Policies).

As dictated by the OFM and the district Board of Trustees, the district must adhere to Generally Accepted Accounting Principles (GAAP). It utilizes a financial accounting system that is common to all of the state's community and technical colleges and is GAAP compliant. The college follows all OFM policies and procedures as well as district and adopted policies and procedures. (7.C.5)

All college funds are subject to governmental audit by the State Auditor's Office. The college is audited annually, as a component of the district and the state system of community colleges. The college responds to audit findings, management letter, and exit items to ensure all issues are resolved appropriately and promptly. Through ongoing internal review, the college establishes and monitors the

effectiveness of financial management practices. As part of the audit process the State Auditor's Office conducts a review of the resolution of prior year's findings, management letter, and exit items. As is evident in the current audit report, there were no repeat findings from prior years, clearly demonstrating that all items were addressed. The auditors meet with district and college administration and the Board of Trustees for an exit interview at the conclusion of each year's audit. As well, there is review and tracking of such resolutions at the state level through the OFM. (7.C.9, 7.C.12, 7.C.13)

All applicable audit reports for the past 3 years are on file in the college Business Office and are available for review. These reports are considered public records as required by State law. The SSCC Foundation is also subject to such audit review if requested, although it is audited annually by an independent certified public accountant. (7.C.10)

Internal control is a shared responsibility between the college and the district. The Vice President of Administrative Services, who reports to the President, is ultimately responsible for internal control at the college. The Manager of Internal Control, under direction of the Vice Chancellor of Business and Finance, at the district, works with the colleges to monitor, report on, and enhance the effectiveness of college and district-wide internal control efforts. (7.C.11)

A significant component of the college's internal control efforts relates to processing and reviewing certain documents (e.g., payroll documents purchase requisitions, charge/credit forms). Document reviews include checking documents to ensure proper management approval, budgetary availability, and compliance with applicable policies and regulations. There are several layers of review occurring within the college. For example, in addition to college and district review, budget managers are required to review their operational detail reports monthly and to raise any issues related to transactions posted against their budgets. In addition, certain documents are reviewed at the district Office (particularly those documents that are deemed to pose more risk of noncompliance and exposure to the college/district). (7.C.11)

The college and the district undergo an annual risk assessment where all areas of the college and district are evaluated, and high-risk areas are identified as areas to focus any audit/internal control efforts on. Currently identified areas of high risk include: (7.C.11)

- Cash Handling (identification of areas handling cash, processes to ensure controls and monitoring of areas identified for compliance)
- Fixed Assets (tracking and accounting for new and existing fixed assets that can be inventoried)
- Travel (ensuring adequate compliance review for travel documents)

ADEQUACY OF RESOURCES (7.B.1)

Since the 1980s, the college has recognized that outside funds are necessary in order to support students needs. The college regularly pursues grants, contracts, and partnerships with business and industry in order to serve students. As opportunities for new revenue sources are explored, a review of college needs and a case for support has been developed to insure that the college mission, goals and priorities form the foundation for any request for new resources. For example, the "Building the Best" campaign started with a review of the college mission, outcomes, and college priorities and developed into an initiative currently led by the SSCC Foundation. Recent federal grants have focused on addressing the needs of the increasing number of under prepared students and on increasing the success rate for all students.

Employers and Technical Advisory Committees provide great support in providing instructional equipment, supplies, scholarships, and program support. Faculty and staff have been very innovative and creative in using a combination of state budgets, grants, and private support to help keep up with industry. The college and the Foundation have provided faculty development grants to be used for curriculum development and for attending professional conferences, to insure that faculty remain up to date in their programs and teaching techniques. A recently implemented student technology fee will assist the college in keeping pace with rapidly advancing technological developments. (7.B.5)

Transfers between funds are legal in this state and are guided by state regulations. Transfers are made in accordance with generally accepted accounting principles as set forth by the OFM. Transfers are routinely made for the purpose of indirect cost recoveries, recharges, and expenditure reclassifications, in which case expenditures or expenditure recoveries are the means of transfer. Transfers between funds for other purposes require approval of the Board of Trustees. (7.B.4)

Fundraising and Development (7.D. 1-3)

A majority of the college's fundraising efforts are conducted by the SSCC Foundation, which operates as a separate 501(c) (3) organization. The Foundation has a history of conducting itself professionally and follows all state laws and relevant policies.

The endowments and life income funds are administered by the SSCC Foundation Board of Directors and are managed as outlined in the contractual agreement. The college President, the SSCC Foundation Board of Directors, and the Chancellor of the Seattle Community College District approved the agreement. Currently the Foundation's endowment assets are managed by Union Bank of California.

The Foundation has a specific contractual agreement with the college that has been approved by the State of Washington Attorney General's Office. The agreement clearly outlines the relationship between the college and the Foundation and how it pertains to fundraising. Also stated in the agreement are the expectations and responsibilities of both parties. The college President, the SSCC Foundation Board of Directors, and the Chancellor of the Seattle Community College District approved the agreement.

Financial Aid (7.B.6, 7.C.3)

The administration and control of financial aid funds is a joint venture among 3 entities: the Financial Aid Office, the district accounting department, and the source of the funds. In the latter case, the source of funds may be the Federal or state governments, governmental agencies, or private contributors. As a general rule there is a distinct separation of duties between these entities to ensure that the funds are

properly accounted for and disbursed only to students who qualify. The Financial Aid Office has the responsibility to administer the financial aid programs, authorize expenditures, and prepare required reports. The accounting department, along with cashiering, receives funds, enters them into the appropriate accounts, disburses funds, and reports to the contributing entities. The contributing entities conduct and require reconciliation between funds authorized by the financial aid department and disbursed by the accounting department. In addition, the contributing entities require regular audits by the State Auditor and conduct periodic program reviews themselves to ensure that funds are being authorized and disbursed according to the statutes governing the use of these funds

Because South is a public institution, tuition rates are set by the legislature. As such the legislature has authorized the Board of Trustees to waive 3 percent of anticipated tuition revenues for needy students and to use 3.5 percent of actual tuition revenues for financial aid purposes for needy students. Using a formula developed by the State Board, the Accounting Department calculates the 3 percent waiver authority for each financial aid office. The college is required to provide matching funds for both the state and federal work-study programs. This match is part of the college's annual budgeting process.

The amount of financial aid funds available to the institution is controlled through state and federal laws and regulations set up to provide reasonably fair-share allocations to all institutions and all students. In general, the college is able to offer students financial aid awards that consist of approximately half "gifted aid" (grants and scholarships) and half "self-help aid" – (work study awards that allow a student to work ten – fifteen hours a week while s/he is attending school).

With the oversight of the financial aid department, employing departments of the college are involved in a.) monitoring of student hours worked b) the preparing of payroll documents, and c) hiring and supervising work-study eligible students. The college Human Resources Office is also involved in matters pertaining to rules and regulations regarding employment and payroll issues.

In addition to handling the large financial aid programs provided by the federal and state governments, the college also works with public agencies and coordinates dispersion of the funds flowing to students from these agencies. These agencies include the Division of Vocational Rehabilitation, the Department of Labor and Industries, the Workforce Development Council, Worker Retraining, and Work-Based Learning which are helping certain target populations accomplish educational and career objectives.

The college is also involved with the SSCC Foundation and with individuals and private organizations that provide scholarship assistance to students. These entities generally establish their own criteria for their funds they ask the college to market the availability of their scholarships, select the scholarship winners, and disburse the funds to their recipients according to their wishes. As required by the Program Participation Agreements with the federal and state governments, the Financial Aid Office coordinates all of these outside resources flowing to students with the regular financial aid programs. This process ensures that students are not being over awarded and that the funds flow to the students in time for them to pay tuition, and fees, books and supplies, and other living expenses. (7.B.6)

The Financial Aid Office provides a scholarship brochure that informs students how to conduct scholarship searches. This brochure also informs students of government sponsored educational assistance programs such as the Hope Scholarship, Lifetime Learning Award, and Education IRA's.

FUTURE DIRECTIONS

The college and the district are committed to maintaining a high level of fiscal integrity and providing effective stewardship of public resources. As such, the college and the district are continually assessing the effectiveness of it's financial management policies and procedures. New initiatives include:

- Establishing budget development and revenue forecasting guidelines that are consistent across campuses

- Improving budget and financial management procedures including the control of system access to various transactions
- Developing reserve targets in various funds to ensure on-going financial stability
- Streamlining financial reporting information for timeliness, accuracy and ease of understanding by all constituents.

In addition to developing these district-wide financial initiatives, a change in reporting relationships was recently made to ensure consistency of financial operations. Chief Business Officers for each campus will report dually to their respective President's as well as to the Vice Chancellor of Business and Finance at the district office.

To support the Mission of the college and to provide for the needs of its students, the college will continue to pursue new revenue generating opportunities. Resources through grants, contracts and partnerships with business and industry will provide numerous opportunities to support students and the community. These efforts will enhance the financial stability of the college, thus making it less vulnerable to state funding fluctuations and economic and legislative issues. As the demand for skills in the information technology industry continue, the college will pursue opportunities and program investments to meet those demands. New directions and initiatives will be pursued as they support the mission and goals of the college.

Table VII.1
Current Funds Revenues

Source (IPEDS Report)	ACTUAL						PROJECTED					
	Year 1 (1996-97)		Year 2 (1997-98)		Year 3 (1998-99)		Year 4 (1999-2000)		Year 5 (2000-01)		Year 6 (2001-2002)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees	5,017,947	18.9%	4,500,989	17.0%	4,491,049	16.1%	4,684,740	16.4%	4,853,391	16.5%	4,853,391	16.5%
Government Appropriations												
Federal												
State	14,078,859	53.1%	14,355,691	54.1%	14,756,696	52.8%	14,865,892	52.1%	15,311,869	52.0%	15,311,869	52.0%
Local												
Government Grants & Contracts												
Unrestricted	52,961	0.2%	49,239	0.2%	53,357	0.2%	54,958	0.2%	56,606	0.2%	56,606	0.2%
Federal Restricted	1,921,867	7.2%	1,689,703	6.4%	1,733,731	6.2%	1,785,743	6.3%	1,839,315	6.3%	1,839,315	6.3%
Unrestricted	4,625	0.0%	2,314	0.0%	8,597	0.0%	8,855	0.0%	9,121	0.0%	9,121	0.0%
State Restricted	1,111,448	4.2%	1,583,353	6.0%	2,120,498	7.6%	2,184,113	7.7%	2,249,636	7.6%	2,249,636	7.6%
Unrestricted	2,600	0.0%	6,220	0.0%	15,171	0.1%	15,626	0.1%	16,095	0.1%	16,095	0.1%
Local Restricted	966,562	3.6%	1,334,162	5.0%	1,541,608	5.5%	1,587,856	5.6%	1,635,492	5.6%	1,635,492	5.6%
Private Gifts, Unrestricted	55,986	0.2%	18,496	0.1%	74,815	0.3%	77,059	0.3%	79,371	0.3%	79,371	0.3%
Grants, Contracts												
Restricted	873,914	3.3%	387,586	1.5%	533,303	1.9%	549,302	1.9%	565,781	1.9%	565,781	1.9%
Unrestricted	-		-		-		-		-		-	
Endowment income												
Restricted	-		-		-		-		-		-	
Sales and Services of Educational Activities	1,186,300	4.5%	1,198,306	4.5%	1,598,729	5.7%	1,646,691	5.8%	1,696,092	5.8%	1,696,092	5.8%
Auxiliary Enterprises	1,106,322	4.2%	1,060,024	4.0%	547,471	2.0%	563,895	2.0%	580,812	2.0%	580,812	2.0%
Hospitals	-		-		-		-		-		-	
Other Sources	145,595	0.5%	361,648	1.4%	496,481	1.8%	511,375	1.8%	526,717	1.8%	526,717	1.8%
Independent Operations	-		-		-		-		-		-	
Total Current Funds Revenues	26,524,986	100.0%	26,547,731	100.0%	27,971,506	100.0%	28,536,106	100.0%	29,420,298	100.0%	29,420,298	100.0%

Table VII.2
Current Funds Expenditures and Manditory Transfers

	ACTUAL						PROJECTED					
	Year 1 (1996-97)		Year 2 (1997-98)		Year 3 (1998-99)		Year 4 (1999-2000)		Year 5 (2000-01)		Year 6 (2001-2002)	
Source (IPEDS Report)	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Educational and General												
Instruction	12,092,954	46.9%	13,012,254	48.7%	13,434,294	48.7%	14,136,260	50.1%	14,560,348	50.1%	14,560,348	50.0%
Research	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Public Services	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Academic Support (Excluding Libraries)	1,324,758	5.1%	1,520,505	5.7%	1,532,186	5.6%	1,535,067	5.4%	1,581,119	5.4%	1,581,119	5.4%
Library Expenditures	604,853	2.3%	462,006	1.7%	546,309	2.0%	560,790	2.0%	577,614	2.0%	577,614	2.0%
Student Services	2,470,512	9.6%	2,550,364	9.5%	2,513,318	9.1%	2,350,568	8.3%	2,421,085	8.3%	2,421,085	8.3%
Institutional Support	3,290,376	12.8%	3,038,357	11.4%	3,184,039	11.5%	3,234,892	11.5%	3,331,939	11.5%	3,331,939	11.4%
Plant Operations and Maintenance	2,205,336	8.6%	2,087,946	7.8%	2,201,966	8.0%	2,098,125	7.4%	2,161,069	7.4%	2,161,069	7.4%
Scholarships and Fellowships Awards from Unrestricted Funds	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Awards from Restricted Funds	2,916,999	11.3%	2,814,702	10.5%	2,746,638	10.0%	2,829,037	10.0%	2,913,908	10.0%	2,913,908	10.0%
Educational and general												
Mandatory Transfer	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Total Educational and General Expenditures & Mandatory Transfers	24,905,788	96.6%	25,486,134	95.3%	26,158,750	94.8%	26,744,739	94.8%	27,547,081	94.8%	27,547,081	94.6%
Auxiliary Enterprises (Including Transfers)	873,511	3.4%	1,249,626	4.7%	1,437,309	5.2%	1,480,428	5.2%	1,524,841	5.2%	1,570,586	5.4%
Hospitals (Including Transfers)	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Independent Operations (incl. Transfers)	-	0.0%	-	0.0%	-	0.0%		0.0%		0.0%		0.0%
Total Current Funds Expenditures & Mandatory Transfers	25,779,299	100.0%	26,735,760	100.0%	27,596,059	100.0%	28,225,167	100.0%	29,071,922	100.0%	29,117,668	100.0%

Table VII.3
Source of Financial Aid
(Table 4)

SOURCE	ACTUAL						PROJECTED					
	Year 1 (1996-97)		Year 2 (1997-98)		Year 3 (1998-99)		Year 4 (1999-2000)		Year 5 (2000-01)		Year 6 (2001-2002)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	57,822	21.0%	1,023,166	28.3%	1,072,178	28.8%	1,064,182	29.6%	1,358,588	34.3%	1,385,729	34.3%
Government State Aid	1,242,388	34.4%	1,251,278	34.6%	1,157,378	31.1%	1,047,188	29.1%	1,085,466	27.4%	1,107,175	27.4%
Federal Aid (PELL, SEOG, WS)	1,412,579	39.1%	1,340,798	37.1%	1,263,692	33.9%	1,235,738	34.3%	1,260,453	31.8%	1,285,662	31.8%
Endowment Earnings	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Institutional Unfunded Aid	198,565	5.5%	-	0.0%	233,127	6.3%	233,811	6.5%	238,487	6.0%	243,257	6.0%
Federal Student Loans	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Nonfederal Workstudy Aid	-	0.0%	-	0.0%	-	0.0%	16,994	0.5%	17,334	0.4%	17,680	0.4%
Total Financial Aid	3,611,354	100%	3,615,242	100.0%	3,726,375	100.0%	3,597,913	100.0%	3,960,328	100.0%	4,039,503	100.0%

Table VII.4
Capital Investments
(Table 10)

	ACTUAL			PROJECTED		
	Year 1 (1996-97) Amount	Year 2 (1997-98) Amount	Year 3* (1998-99) Amount	Year 4** (1999-2000) Amount	Year 5 (2000-01) Amount	Year 6 (2001-02) Amount
Land						
Beginning Cost #	1,521,980	1,521,980	1,521,980	1,521,980	1,521,980	1,521,980
Additions	-	-	-	-	-	-
Deductions	-	-	-	-	-	-
Ending Cost #	1,521,980	1,521,980	1,521,980	1,521,980	1,521,980	1,521,980
Buildings						
Beginning Cost	29,029,337	28,894,380	29,768,061	29,880,905	29,880,905	29,880,905
Additions	-	873,681	112,844	-	-	-
Deductions	134,957	(50,000)	(14,035)	-	-	-
Ending Cost	28,894,380	29,768,061	29,880,905	29,880,905	29,880,905	29,880,905
Furniture and Equipment						
Beginning Cost	8,279,621	8,597,423	9,306,858	9,450,043	9,597,524	9,749,429
Additions	584,956	986,843	443,485	456,790	470,493	484,608
Deductions	267,154	277,408	300,300	309,309	318,588	328,146
Ending Cost	8,597,423	9,306,858	9,450,043	9,597,524	9,749,429	9,905,891
Construction in Progress						
Beginning Cost	-	256,158	3,863,417	3,863,417	-	-
Additions	-	-	-	-	-	-
Deductions	-	-	-	-	-	-
Ending Cost	3,289,026	256,158	3,863,417	-	-	-
Debt Service						
Principle	68,170	93,863	114,676	114,676	104,270	54,441
Interest	27,420	32,054	33,360	33,360	32,707	25,026
Depreciation (Private Institutions Only)	267,154	277,408	300,300	309,309	318,588	328,146

* Most recent fiscal year for which audited financial statements are available. ** Budget for current year.
Briefly describe the nature of the projects under way and/or anticipated (e.g. dormitories, classroom facilities, auditorium). Also, indicates sources of funds for the project (i.e. fundraising programs, debt). NOTE: Depreciation is booked for equipment in Washington State Community College financial systems. See attachment for details of entries on this table.

Table VII.4
Attachment
(Table 10)

Note: Differences in Table 10 figures and IPEDS figures is a result of using two different sources for the information. The IPEDS figures are from the Fixed Asset database which has not been updated since 1996-97, due to annual turnover in the controller position. The figures in Table 10 are from the Financial database, where the actual expenditures are booked.

Buildings

All sources of funds for construction are from the Capital Appropriation approved by the Washington State Legislature, allotted by the Office of Financial Management to the State Board of Community and Technical Colleges for distribution. Requests are submitted each biennium and reviewed and forwarded by the State Board to the Office of Financial Management. The OFM prepares the requests that go before the State Legislature for funding approval. Requests include major and minor projects, repairs, renovations and remodeling.

Additions in 1997-98 include the landscape/horticulture building and Bldg. 0. The addition of \$112,844 in 1998-99 includes the Greenhouse.

Deductions for 1997-98 and 1998-99 include the end of the warehouse rental of \$50,000 and \$14,035 for the machine shop 2 that was demolished.

Construction in progress includes:

1996-97	\$3,289,026 Robert Smith and landscape/ horticulture buildings
1997-98	\$256,158 Greenhouse and completion of the landscape/horticulture building
1998-99	\$3,863,417 Library building

Equipment

Equipment purchases are projected at the same rate as current year plus 3% inflation. Equipment depreciation projections are calculated at the historical rate.

Debt Service

Debt Service includes a modular building, backhoe, energy conservation loans, a portable classroom and storm lathes. Detail is provided in Standard Seven, Item 7.A.4. One lease was added in August 1998, not listed in Item 7.A.4. That is a 3 year lease purchase of 50 computers, Agency Payment Schedule - Disbursement #670-0040.

Table VII.5
Debt Service Calculation

		96-97	97-98	98-99	99-00	00-01	01-02
Modular building	Principal	5747	5747	5747	5747	5747	-
	Interest	908	908	908	908	908	-
		6,655	6,655	6,655	6,655	6,655	-
Back hoe	Principal	7,982	7,982	7,982	7,982	7,982	-
	Interest	1,486	1,486	1,486	1,486	1,486	-
		9,468	9,468	9,468	9,468	9,468	-
Energy Conserv	Principal	21,010	21,010	21,010	21,010	21,010	21,010
	Interest	10,019	10,019	10,019	10,019	10,019	10,019
		31,029	31,029	31,029	31,029	31,029	31,029
Port. Classrm	Principal	9,989	9,989	9,989	9,989	9,989	9,989
	Interest	4,536	4,536	4,536	4,536	4,536	4,536
		14,525	14,525	14,525	14,525	14,525	14,525
Energy Conserv	Principal	14,982	14,982	14,982	14,982	14,982	14,982
	Interest	6,514	6,514	6,514	6,514	6,514	6,514
		21,496	21,496	21,496	21,496	21,496	21,496
Energy Conserv	Principal	8,460	8,460	8,460	8,460	8,460	8,460
	Interest	3,957	3,957	3,957	3,957	3,957	3,957
		12,417	12,417	12,417	12,417	12,417	12,417
Storm Lathes	Principal	-	25,693	25,693	25,693	25,693	-
	Interest	-	4,634	4,634	4,634	4,634	-
		-	30,327	30,327	30,327	30,327	-
50 Computers	Principal	-	-	20,813	20,813	10,407	-
	Interest	-	-	1,306	1,306	653	-
		-	-	22,119	22,119	11,060	-
TOTAL	Principal	68,170	93,863	114,676	114,676	104,270	54,441
	Interest	27,420	32,054	33,360	33,360	32,707	25,026
		95,590	125,917	148,036	148,036	136,977	79,467

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STANDARD VIII

PHYSICAL RESOURCES

INTRODUCTION

Standard VIII discusses the college's Physical Resource planning, management, maintenance, and control. The first section provides descriptions of funding for Physical Resources long-range planning; facility development and maintenance, hazardous materials handling; equipment acquisition, inventory, and control. The Analysis and Appraisal section focuses primarily operational areas. The final section, Future Directions, outlines plans for the next several years as presented in the Strategic Plan.

The focus of the Standard VIII Self-Study Committee was to a) ensure that the college is in compliance with the standard, b) determine that the distinctions between the roles of the district and the college are clear, c) determine the extent to which faculty and staff are involved in physical resource planning, and d) ensure that the recommendations from the 1990 report were addressed. This was accomplished by reviewing existing policies and procedures, conducting facilities planning via the State Board for Community and Technical Colleges capital planning process, and assessing the results of the 1999 Climate Survey.

RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

As SSCC develops a new master facilities plan, they should consider including a section on the Duwamish Center, and make an effort to address the parking problem. A hazardous waste disposal plan should be developed. The plan should address the need for a hazardous materials lab. Provisions should be made for additional visual and audio aids for the individualized instruction as enrollment increases. Computers should be made available on a program level to provide opportunity for students to gain appropriate keyboarding skills.

As the master plan gets updated, the Duwamish Industrial Education and Apprenticeship Center and associated parking will be addressed. A hazardous waste plan has been completed. The plan addresses key responsibilities of staff in the inventorying, handling, and storage of hazardous chemicals. Additional audio and visual aids are addressed through the fall instructional equipment request process led by the Vice President for Instruction. Computers are available on campus to provide opportunities for students to gain keyboarding skills. A new technology fee has provided the resources to support computer replacement for students.

ACCREDITATION 2000 SELF-STUDY

The college is comprised of two different State-owned sites: The main campus and the Duwamish Industrial Education and Apprenticeship Center (Duwamish). The main campus has 34 structures on 88 acres and is located in a residential neighborhood of West Seattle. Duwamish has 15 structures on approximately 9 acres of land situated in a busy industrial area south of downtown Seattle. The college also conducts classes in several different leased locations within the college's catchment area.

South Seattle Community College's Major Institution Master Plan was developed in the early 1990s by a committee comprised of representatives of all affected constituent groups including, but not limited to, administrators, faculty members, students, and neighborhood residents. The completed Ten-year Master Plan was submitted to the Board of Trustees in June of 1992. It was reviewed by the board and judged to be consistent with the college's Mission and long-range educational plans and submitted to the Seattle City Council for review and approval. A year later, in June of 1993, it was signed into law as modified by Seattle City Council findings and conclusions. A substantial

modification was made in September of 1995 with features to give members of the college community a strong incentive to rideshare, bike or walk to the campus. Since 1997 the college has been required to file Annual Status Reports to the City for review and public dissemination. (8.C.1, & 8.C.4)

During the past decade, the college has been highly successful in obtaining capital funds for both new facilities and major remodeling projects. New facilities constructed during the 1990's include:

- The newly remodeled Library and Learning Center, opened for occupancy winter quarter 2000
- The Jerry M. Brockey Campus Center dedicated to student activities, which opened in 1995
- A new instructional building "O" at Duwamish
- A new greenhouse for the Landscape Horticulture program in 1998
- A Composite Laboratory for the Aviation Maintenance Program in 1993
- Expansion of the Machine Shop including a dedicated computer lab
- A Shower/locker room for the fitness center in 1992
- A new Child Care Center building in 1992
- A new "portable" ("N") at the Duwamish campus

The majority of the college's capital and operating funds are obtained from the State Board of Community and Technical Colleges. Some programs and units obtain supplemental funds, equipment, and materials from the SSCC Foundation, partnerships with business and industry, and/or state and federal grants. (8.C.2)

FACILITIES (8.A.1 – 8.A.2)

The college's mission is to meet the changing needs of students in a student-centered environment. The facilities provide students an appropriate environment, with space for allotted enrollment. For the 1999/2000 academic year, it supported approximately 4,200 full-time equivalent students (FTEs). The college's facilities are maintained and operated to accommodate the following:

- Professional and technical training, with response to needs of business and industry
- Academic programs, meeting the growing requirements for technology and access

- Cultural and social access for the development of our students and the community
- Student-centered programs addressing diversity, learning, and general student support

The Main Campus Facilities adequately support existing instructional functions. Different buildings on campus for the most part have one or more generalized functional identities:

- The Jerry M. Brockey Student Center houses student programs, the bookstore, student recreational and lounge areas, and an auditorium space supported by a commercial kitchen,
- The Robert Smith Building houses the Library and Learning Center; Student Services administrative and faculty offices; and computer, music and art classrooms
- Automotive, Diesel Machine Shop, and Aviation buildings primarily house industrial vocational programs and faculty offices
- The Science Building is mostly comprised of science, computer, and general-purpose classrooms along with the Little Theatre and staff and faculty offices
- The Cascade Court Building has general purpose classrooms, dedicated cosmetology laboratory space, drafting labs, administrative and faculty offices, and a retail bakery associated with the college's Foods Science programs
- The Technical Education Center houses computing technology programs as well as providing lab areas for Deisel and Heavy Equipment and the Automotive Collision Repair programs

When programs are offered off the primary campus, the physical facilities at these sites are appropriate to the programs offered. (8.A.6)

The college offers programs at Duwamish, located about five miles from the main campus. The facility is owned by the State of Washington and is considered a part of South Seattle Community College. The primary function of this site is to provide related training to apprenticeship programs. The majority of this training occurs evenings and Saturdays. As a result, English as a Second Language (ESL) classes are scheduled during the day as well as some contract training and pre-apprenticeship programs. The administration

building (Building A) was originally constructed in 1939 as a chicken farm. A larger building (Building B) was constructed in 1976. Additionally there are several modular and portable buildings and two Quonset type buildings. The site is generally appropriate. Campus staff have renovated some of the older portable buildings though, given the age and deteriorated condition of some of the others, full replacement is more appropriate. The college has also applied for capital funding to demolish and replace Building A with a new larger facility. If funded, this project will also result in demolition of several smaller portable buildings and a significant increase in the number of parking stalls. Due to the recent growth in apprenticeship programs, parking is inadequate and classrooms are at capacity. Although a planned partnership with the Washington State National Guard to jointly develop an adjacent vacant property did not materialize, the college will continue to explore opportunities for additional parking space at this site.

Before programs are offered in off campus facilities that are owned and operated by non-college entities, the supervising academic administrator visits each facility to ascertain that it is academically appropriate. The vast majority of the off-campus facilities used by the college are owned and operated by public or nonprofit agencies. Therefore they share the same values as the college's administration about health, safety, and accessibility. However, with all off-campus programs, there is a concern about the lack of or limited access to campus services such as administrative and student services as well as adequate library and media resources. (8.A.7)

Periodically, academic administrators visit each off-campus facility to assure that it remains suitable for the offered program. Also the administrators meet with faculty who teach off-campus about the operation of their classes including adequacy of the facilities.

Current off-campus facilities include those owned and operated by the Seattle School District, the Seattle Housing Authority, the Salvation Army, Senior Centers, and the King County Airport – Boeing Field.

According to the 1999 Climate Survey, 32 percent of respondents were dissatisfied with the adequacy of recreational facilities. Plans are now in progress to develop two new soccer fields on the south end of the college property in the vicinity of recently installed tennis, basketball, and volleyball courts. In addition, the submission for “pre-design” funding for the new Instructional Technology Center (ITC) building included provisions for a new fitness/wellness center.

Furnishings - The college has made a deliberate effort over the past ten years to update and expand furnishings in campus facilities. New furniture and classroom fixtures have been purchased for most all of the new structures built on campus during this period as well as for those areas where significant remodeling activity has taken place. Most of the general-purpose classrooms on campus now have new whiteboards and older “tab-arm” student desks have been replaced with more practical newer table style desks. As more classroom space is converted to accommodate computers, new computer desks with ergonomically improved seating have been bought and installed. The majority of the college's newer computer rooms have also been outfitted with screens, LCD projector mounts, and improved lighting controls. (8.A.3)

During fall quarter of each year, the Vice President for Instruction solicits from all instructional units requests for the acquisition of new and/or replacement instructional equipment. Available funds are then allocated to instructional units. Capital funds can be used only to buy furniture directly associated with either new or larger remodeling projects.

Despite the improvements that have been made in furnishing the classrooms, budget constraints have precluded replacement of all older furniture and equipment. The most pressing campus needs will be addressed in future budget development cycles. However, although some furnishings are older and need replacement, the college's facilities are furnished adequately to meet the work and study needs of students and employees. As of spring quarter 1999, not only is the new classroom furniture very serviceable and functional, new laboratories and offices as well as the library contain appropriate furnishings.

Instructional Facilities - The college's instructional facilities are maintained to a standard that provides satisfactory operational quality and safety in support of its educational programs. Most of campus facilities are operated and maintained by Campus Services and Safety and Security, both of which fall under Administrative Services. Campus Services includes building maintenance, custodial services, grounds maintenance, warehousing, mail and shipping/receiving, fleet management and key control. Safety/Security coordinates parking and transportation management, campus security, and maintenance of campus fire and burglar alarm systems. (8.A.4)

Access - Maintaining a healthy and safe physical environment with access for the physically disabled is of primary importance to the campus community. The college makes every effort to construct and maintain facilities in a manner to ensure that health, safety, and access issues are addressed in a timely and effective way. In 1993 an ADA self-evaluation was completed. Based upon the results of this self evaluation, immediate improvements were recommended and subsequently implemented. (8.C.3) It is now standard practice to include a rigorous Americans with Disabilities Act (ADA) compliance review in the planning and development of all new and renovated facilities. A committee comprised of administrators, staff, students, and faculty meets on a "as needed" basis to review accessibility and ADA compliance issues and to recommend further corrective measures to pursue when funding is made available.

Documentation is available regarding physical access, signage, and all accommodations for special constituencies.

According to the 1999 Climate Survey, 63 percent of respondents are satisfied or very satisfied with the "availability of campus services and accommodations for students with disabilities" (80). (This category also ranks as number 8 in the top 10 areas of greatest satisfaction.) In the same survey, 70 percent of respondents were satisfied or very satisfied with the "effectiveness of campus safety/security" (94) (see Exhibits – 1999 Climate Survey).

All planning for physical facilities development and major renovation includes plans for the acquisition

or allocation of the required capital and operating funds. (8.C.2) Biennial capital requests are submitted to the state for funding to develop new and renovate existing facilities. Additional operating funds are provided when additional square footage is involved. All capital project planning now incorporates a safety/security review to insure that facilities are designed to provide adequate security arrangements and minimize risks for building occupants. Emerging security concerns that arise on campus during the course of the year are typically dealt with directly through Administrative Services, Campus Services and Safety/Security. (8.C.3)

Significant improvements have been made in this area over the past ten years resulting in increased awareness, a reduction in physical barriers for the disabled, a declining rate of accidents and health and safety concerns. All the new buildings constructed on campus during the past several biennia have been designed to be in compliance with the ADA guidelines. The campus-wide health and safety committee includes representation from most of the major departmental units. This committee is tasked with identifying, reporting on, and aiding in the implementation of solutions to campus-wide safety concerns. Currently Administrative Services is completing a Disaster Preparedness Plan and will begin implementation to include training during the 2000-2001 academic year. In addition, an emergency procedure pamphlet and evacuation route signage have been posted throughout the college.

College personnel from several areas coordinate their activities to ensure facility access for special constituencies, including the physically impaired, and for providing appropriate security arrangements. The college has provided adequate staffing and resources to ensure acceptable performance in this area.

The college has numerous special constituencies where access issues must be adequately addressed. These include a population of physically disabled, including vision and hearing impaired persons. According to the college's most recent climate survey, conducted in 1999, 63 percent of the respondents reported they were satisfied with services and accommodations for students with disabilities

Facilities staff are knowledgeable about access requirements for special constituencies and seek the involvement of the college's ADA Compliance Officer and the Special Student Services Director in the planning of facilities. Design consultants employed by the college are required to evaluate and incorporate required access and security features into facilities design.

Safety/Security is responsive to the needs of campus occupants by providing security measures to ensure their safety and well being. According to the college's most recent climate survey, conducted in 1999, 70 percent of respondents reported that they were satisfied with the effectiveness of campus security. Most recently, student and staff expressed concern for personal safety by requesting better lighting in the evening hours. This request was given high priority and new lighting was promptly installed by Campus Services personnel while further lighting improvements are in design for implementation in the summer of 2000.

The department has also completed a Hazardous Material Plan (Chemical Hygiene Plan) which outlines procedures for using and storing hazardous materials in compliance with federal, state and local regulations. The department also reports to the state Department of Ecology regarding the disposal of hazardous materials. Departments are responsible for using and storing hazardous materials in compliance with federal, state, and local regulations. Campus Services oversees a licensed vendor that removes hazardous waste from campus in a similarly described manner. (8.B.3)

EQUIPMENT (8.B.1 - 8.B.2)

Suitable equipment is accessible for educational and administrative needs and is purchased, repaired, or replaced as determined by each department. Within the budgetary constraints of the college and the priorities identified in the Strategic Plan, the decision to acquire, replace, or upgrade equipment is the responsibility of the using department except, in the majority of cases, for computer and audiovisual equipment. The departments are primarily responsible for establishing their own programmatic and administrative equipment needs and, with several notable exceptions, also responsible for equipment purchase and distribution. Computer

Services and Media Services (which both reside under Library and Information Services) are responsible for purchasing, distributing, and maintaining computing and general-purpose audio-visual equipment for all departments. Campus Services plays a support role in equipment installation for both these entities. Campus Services is also responsible for purchasing, installing, and maintaining standard classroom fixtures (e.g. marker boards) and furniture. In the 1999 Climate Survey, 43 percent of respondents were satisfied with the "extent to which students have access to computers," and 75 percent were satisfied with "the extent to which staff members have access to computers." Following this survey, in January of 2000, the new library opened with 96 new computers for student use.

This survey also showed a significant increase in satisfaction with the district's duplicating services which is located on campus.

A significant challenge that the college faces in this area is in providing adequate equipment to support the steady expansion in its computing programs. However, through the implementation of the Universal Technology Fee, the college has developed a dedicated revenue source to replace computers on a regular basis.

Many of the general-purpose classrooms on campus have an identified need for new or replacement fixtures and furniture. An effort to correct this deficiency has been ongoing but, due to lack of funds, improvements have been gradual.

The District Purchasing Office is responsible for purchasing equipment at a competitive price in a manner that is consistent with state and district policies. District Purchasing is also responsible for maintaining an inventory of all items that cost \$5,000 or more, as well as for less expensive items that are considered "small and attractive" (e.g. laptop computers). District issues an inventory tag that is sent to Campus Shipping/Receiving for the departments to affix to the equipment. The user department is responsible for securing, controlling, and maintaining the equipment in proper operating condition. Departments may choose to obtain a

service agreement with a qualified vendor for their equipment maintenance. (8.B.2)

There are two exceptions to this process. The first is that almost all computer equipment is purchased and installed by the Computer Services department. Computer Services is also responsible for the majority of computer and network maintenance. The second exception is that all audiovisual equipment is purchased by Media Services and is checked out to the using departments. Media Services also purchases, inventories, controls, and replaces audiovisual equipment as needed.

A bonded inventory firm was retained by the district to conduct a district-wide equipment inventory. This inventory provided a reconciliation of historical purchases to current inventory records, which also reflect changes in the state's valuation threshold. Currently, discrepancies found in the course of the inventory are sent to the campus business office and then forwarded to the departments for reconciliation.

FUTURE DIRECTIONS

The shift in training demands from heavy industry to technology programs is requiring the use of the colleges limited repair and improvement funds for remodeling current learning spaces. City demographic projections indicate that ESL and first generation college students will continue to grow,

requiring more space for college developmental courses. While the City of Seattle will require submission of the new Master Plan within the next several years, the current ten year Master Plan incorporated provisions for additional structures for which the college might seek future Capital funding. A capital request was submitted this-year for "pre-design" funds for a new ITC. If successful, construction could start in 2005-2006. The college is well positioned to receive 2001-2003 capital "Matching Funds" to expand and remodel the existing Foods Sciences building. The SSCC Foundation has initiated a capital fund raising to support this project.

Other 2001-2003 Capital Requests include:

- Replacement of Building A on the Duwamish campus to provide additional classroom space and Apprenticeship training labs
- Minor Improvement funds to renovate space and upgrade equipment in the Science Department laboratories and Culinary Arts program areas.
- Facility Repair funding for roof, doors, and mechanical equipment replacement
- Investment of over \$1,000,000 to upgrade the mechanical, plumbing, and lighting systems on the campus. This investment is expected to pay for itself over a ten year period through energy savings

Standard VIII

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STANDARD IX

INSTITUTIONAL INTEGRITY

INTRODUCTION

Standard IX addresses policies and procedures for handling a variety of situations that affect ethical practices at South Seattle Community College. The college strives to achieve the highest ethical standards in its representation to its constituencies and to the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.

An institution's culture and its expectations affect employees' ethical behavior. Both the Chancellor of the Seattle Community College District and the President of the college have the respect of faculty and staff. The last few years have been marked by an increase in openness and a sense of pride in our instructional and institutional accomplishments.

The focus of Standard IX was to: a) ensure that the college is in compliance with this standard, b) determine whether there was a structure in place which guides the college through these issues, c) determine the extent to which college staff were involved in or aware of these issues/principles, and d) to address recommendations relating to Standard IX from the 1990 Accreditation Report. This was accomplished by reviewing existing District Policies and Procedures, examining internal structures that are established to address staff/student concerns relative to these issues, and by adding supplemental questions to the 1999 Climate Survey which specifically addressed ethics. The data gathered was then analyzed and compared with results from other surveys.

ADHERENCE TO HIGH ETHICAL STANDARDS

An institution's commitment to high ethical standards can be measured in part by employees' perceptions of fairness and openness. South Seattle Community College has made progress in many

areas, particularly in the way in which instructional and institutional decisions are made. It has moved from a closed, top-down decision-making process to a more open, broadened, advisory process as manifested by the College Council, Curriculum and Instruction Committee, and Institutional Effectiveness Committee. Satisfaction with this more participatory governance structure is reflected in the responses to the 1999 Climate Survey. Of the 14 areas of greatest increase in satisfaction from 1995 to 1999, 10 of those areas dealt with employee involvement in policy development, resource allocation, program review, information sharing, decision-making regarding institutional priorities and the college mission, and employee input. Question 128, the extent to which the college informs faculty and staff about the state ethics law and district ethics codes:

- 63 percent of both administrators and full-time faculty, 51 percent of part-time faculty, and 28 percent of classified staff were either satisfied or very satisfied
- 37 percent of administrators and full-time faculty, 48 percent of part-time faculty and 72 percent of classified staff were dissatisfied, neither satisfied nor dissatisfied, or did not know or felt the question did not apply to them

The Climate Survey also gauges employee pride. One of the areas of greatest satisfaction in the 1999 Climate Survey was Question 67: "The extent to which I am proud to be an employee of South Seattle Community College." Of the respondents, 66 percent stated they were satisfied, while only 11 percent stated they were dissatisfied.

The survey also showed a decrease in dissatisfaction regarding the communication of college policies and procedures (see Exhibits – 1999 Climate Survey). Responses to the question concerning "the extent to which state ethics law and district ethics codes are upheld at the college" revealed satisfaction among administrators, fair satisfaction from

faculty, but the most dissatisfaction (22 percent) among classified staff. Question 129 of the 1999 Climate Survey measured “the extent to which state ethics law and district ethics codes are upheld at the college.” On this question, administrators were the most satisfied (62 percent). Among faculty, 43 percent/36 percent (full/part time) were satisfied; 4 percent/3 percent were dissatisfied. Most did not know, were neither satisfied nor dissatisfied, or did not think the question applied. Classified staff indicated the most dissatisfaction (22 percent).

The district has been somewhat inconsistent on how long-term employees receive information relating to the ethics laws. There are gray areas where employees may be unclear of procedure and policy. The spring 1999 Climate Survey responses to Question 128 indicated some dissatisfaction or lack of knowledge in this area.

Three questions on the climate survey addressed the hard-to-define atmosphere that sets the tone for a college. High ethical standards could be expected to correlate with a sense of mission, involvement, and commitment to the institution. Three questions on the survey show a significant increase in satisfaction with the culture of the college:

6. The extent to which the mission is reflected in decision-making (14% increase)
26. Employee involvement in policy development at the college (19% increase)
27. The extent to which employee input is sought in the decision-making process at the college (10% increase)

All three of these measures suggest that the establishment of advisory committees, such as the Curriculum and Instruction Committee (CIC) and College Council, and the integration of mission with planning and decision-making have created a more positive climate.

A sense of integrity must also be communicated to students, as an article in *The Chronicle of Higher Education* pointed out (Wilson, Robin. “Colleges Urged to Better Define Academic Integrity and to Stress Its Importance,” Oct. 15, 1999, p. A18).

The Center for Academic Integrity advises institutions to adopt formal policies not merely prohibiting certain behaviors but describing the kind of behavior they expect of students.

Many teachers at South include prescriptive expectations in their syllabi; they find that knowing each student well and knowing the student’s work is the best deterrent to cheating. The Student Handbook includes a policy on plagiarism and cheating (see Exhibits – p. 24 of the 1999-2000 Student Handbook 1999-2000), warning that the college may impose sanctions for “academic dishonesty, to include cheating, plagiarism, or knowingly furnishing false information to the colleges.”

With advancing technology; however, more questions have arisen about how to insure that students do their own work. One challenge to intellectual honesty is the ease with which research papers are available on the Internet. A workshop for teachers on how to shape assignments in order to control plagiarism was conducted in April 2000.

INTEGRITY IN PRACTICES AND PROCEDURES

An institution can demonstrate integrity in its practices and procedures in different ways. First and foremost, the institution must have appropriate practices and procedures in place. The college’s policies are adopted by the Board of Trustees for the entire Seattle Community College District. The district has several policies and procedures that address ethical standards for all district employees (see Exhibits – Policies or web site address: <http://seaccd.sccd.ctc.edu/serve/policies/100/default.htm>).

At the college, employees or students can have their concerns addressed in many ways. These include formal grievance procedures as outlined in district policies and procedures and bargaining agreements; informal processes, such as town meetings, lunch club discussions, and the president’s meetings with students; and other structures such as the College Council, Faculty Senate, and CIC.

Because of the rapid increase in availability of e-mail and Internet access, the college and the district have struggled with the issues of the use of state resources. As defined in WAC 292-110-010 as adopted by the Washington State Executive Ethics Committee April 24, 1998, the state has a restrictive policy on using such resources. See the Academic Freedom section of Standard IV as an example of how the college has addressed this issue in one area.

DEALINGS WITH STUDENTS

Integrity in policies and procedures also includes the way students are dealt with, including consistency of assessment, accurate placement in courses, and the process for evaluating instructors.

Consistency of assessment is important within a required course such as English 101 that is taught by a variety of instructors, including part-time instructors. In order to define standards for grading essays, the English faculty hold norming sessions with teachers of key writing classes.

Accurate placement in required courses such as English and math is important to students because it influences how quickly and successfully they move through the curriculum in these areas. The college relies on standardized testing (Assessment Skills for Successful Entry and Transfer [ASSET], Computerized Placement and Assessment Support System [COMPASS], or Secondary Level English Proficiency [SLEP]) for initial placement. Both faculties supplement this placement, however, with secondary assessment. In the English unit, students who are dissatisfied or uncertain about their placement can do a writing sample, which is evaluated by English faculty. In Applied Communications, students are tested the first week of class and adjustments made. In ESL (English as a Second Language) classes, a writing sample and reading test are administered in classes the first week and appropriate changes are made. In math, students may be given an internally developed test that double-checks their placement in arithmetic, algebra, or precalculus.

On the 1996 Student Survey, 59 percent of students felt they were correctly placed in their first math course; 26 percent disagreed that they were; 15 percent found the question not applicable. In English, 64 percent felt they were correctly placed; 22 percent disagreed, and 1 percent found the question not applicable.

Students must have a fair method of evaluating instructors. On the same survey, 56 percent of students were very satisfied or satisfied with the “quality of the process that gives students the opportunity to evaluate their instructors”; 32 percent were neutral; 12 percent were dissatisfied or very dissatisfied. With respect to knowing how to make a complaint, 42 percent of students said they had wanted to make a complaint at one time, but only 24 percent knew where to go. Of the 22 percent who had talked to a college employee about a complaint, 30 percent were very satisfied or satisfied with the service received; 44 percent were neutral, and 26 percent were dissatisfied or very satisfied. The complaint policy is published in the Student Handbook and is also published on occasion in the student newspaper, *The Sentinel*.

The impulse for distance learning has been very strong among administrators and district personnel, who see it as one solution to access, enrollment, and staffing problems. When Distance Learning courses were first introduced on campus, several discussions were initiated by faculty. These discussions shifted the focus to the instructional and learning advantages and disadvantages.

For Distance Learning, evaluation of instructors and making complaints is more difficult because many are taught by instructors at other institutions. To address this issue, the WAOL (Washington On Line) course outlines and syllabi have been approved by South’s CIC. Instructor evaluation procedures are left to the institution offering credit for the course, but none of the usual administrative review processes (observations, tenure and post-tenure evaluations, for example) are in place, so this merits ongoing review through the program review process.

REGULAR REVIEW AND UPDATING OF POLICIES AND PROCEDURES

District policies and procedures are reviewed and updated on an ongoing basis. During the 1998-2000 years, all district policies have been reviewed, many updated, and several rewritten.

The college also endeavors to institutionalize integrity or ethical behavior through its Mission and Goals and its Strategic Plan. All three of these are bound together and play a pivotal role in how the college allocates its budget and makes decisions.

ACCURATE REPRESENTATION

South Seattle Community College makes every effort to represent itself to its constituencies, the public, and prospective students, in a clear, accurate and concise manner. College publications are regularly reviewed for compliance with statutes and accuracy of information. The process through which the major publications move is a cumbersome but careful one that involves collaboration to promote accuracy, effectiveness, and consistency of message about the college.

The 1990 Self-Study recommended that the college catalogue developed by the district be reviewed and revised to make it more user friendly to students and to describe student options and responsibilities. The 1998-2000 Catalog has two changes that make it more readable for students: Programs are listed by college with easy to find labels (“Basic Studies South”) on the edges of “thumbable” pages; course descriptions for all courses are listed alphabetically at the back with the same edge labels (“Course Descriptions Combined Campus”).

The institutional web site for the college is another platform from which information goes out to the public. The college has had some difficulty in hiring a webmaster to update and maintain the web site because of a competitive employment market. A temporary solution has been to use the webmaster instructor and student interns to maintain the site. The collaborative processes used to produce the class schedule and program brochures will be used as the web site grows.

CONFLICT OF INTEREST

All Seattle Community College District Employees and Board of Trustee members are required to follow the policies and procedures outlined by the Seattle Community Colleges relating to conflict of interest issues. These include policies on the legal basis of the Board of Trustees, a code of ethics for the Board of Trustees, a policy on tendering and accepting gifts, ethical conduct, conflict of interest standards, and employment of relatives (see Exhibits – Policies 100-07, 131, 152, and 400.10-.80 and 410 in the Exhibit or <http://seaccd.sccd.ctc.edu/serve/policies/100/default.htm>). Policies governing trustees are given to them at the time of appointment and covered in the trustee orientations. In addition, the Trustee Association for Community and Technical Colleges and the Washington State Board for Community and Technical Colleges keep trustees apprised of state laws pertaining to their work.

All policies are listed and are accessible on the Seattle Community College District Web Site (<http://www.sccd.ctc.edu/serve/policies/index>). In addition, new employee orientation on the district level includes information on the State Employee Whistleblower Act (Procedures and Protections for Reporting State Employee Misconduct) and the Ethical Conduct/Conflict of Interest Standards. At this orientation, every new full-time employee, in all constituent groups, receives relevant policies and procedures.

The 1995 Campus Climate Survey indicated that not everyone was aware of the requirements of the Washington State Ethics Law. In order to rectify this situation, in September of 1998, the college presented a workshop entitled “Ethics is for Everyone” for Managers, Administrators, and Supervisors. The presentation was given by the Washington State Executive Ethics Board and provided a general review of the Washington State Ethics Law.

The Part-Time Faculty Guide, now online (www.sccd.ctc.edu/ptf/), addresses the issues of receiving gifts, using electronic messaging systems, and using the internet in acceptable and unacceptable ways.

ACADEMIC FREEDOM

The Seattle Community College District expresses its commitment to intellectual and academic freedom in its collective bargaining agreement with the Seattle Community College Federation of Teachers, in District Policy 365 “Student Rights, Freedoms, and Responsibilities (Exhibit # 1, Standard 9.), and in District Procedure, “Student Complaints” (See Exhibits).

The collective bargaining agreement states in section 6.9 that “academic freedom is viewed as the freedom of speech guaranteed to all citizens by the First Amendment. Free inquiry and free discourse shall not be abridged, whether directly or indirectly, by statute or community pressure.” The agreement further states that academic freedom specifically includes freedom in the classroom and a prohibition on censorship of library collections.

Student freedom of inquiry is assured by District Policy 365 that states that “Seattle Community College District exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry, free expression, protection against improper academic evaluation, and protection against improper disclosure are indispensable to the attainment of these goals.”

District Procedure 370.40f, “Complaints Regarding Grades” (See Exhibits) further protects the academic freedom of faculty by specifying that “course mastery is exclusively within the province of the instructor of a particular course.”

Recently the district has confronted the possible conflict between its commitment to academic freedom and its policy and procedures on the use of e-mail and the Internet. The district and the SCCFT recognize that state law forbids use of electronic resources for personal ends, political campaigning, or harassment of individuals. Faculty were concerned that these restrictions not prevent faculty and students from discussing unpopular or offensive views via e-mail and the world wide web. A committee of faculty and administrators crafted a set of procedures which will protect free inquiry while at

the same time respecting state law (see Policy 259, “Use of Electronic Information Resources”).

Other issues addressed under academic freedom related the state’s current emphasis on accountability and the objective measurement of outcomes has resulted in some pressure on faculty to place the college’s student learning outcomes in course syllabi. The bargaining agreement clearly states, however, that “No restraint other than those required by the nature of the curriculum shall be placed on academic employees regarding the content of their teaching or conduct of their classes,” so including SLOs cannot be a requirement for syllabi. However, the Student Learning Outcomes were adopted by the entire faculty. The Curriculum and Instruction Committee does consider how they are addressed through the program review process, in course outlines.

With respect to whether academic freedom is respected and upheld at the college, 48 percent of full-time faculty indicated they were satisfied or very satisfied. Part-time faculty and administrators responded in a similar manner except that a higher number of full-time faculty were dissatisfied (16% compared to 9%). The next larger number, 36 percent, were neither satisfied nor dissatisfied. Sixteen percent were dissatisfied or very dissatisfied; 10% did not know or felt it did not apply. These answers indicate that for the majority, the issue is either not of high concern, not clear, or a source of dissatisfaction. Since the daily work of teachers depends upon academic freedom, this issue merits further study.

FUTURE DIRECTIONS

As seen in the first 8 standards and in the issues raised in Standard IX, the faculty and staff of South Seattle Community College have expressed a sense of greater openness in the college climate, increased satisfaction with involvement in decision-making, and more pride in working at the college. Since 1995, additional strengths related to the integrity of the institution that have emerged include consistency in placement of students and in instructional standards and a system of regular program review.

As the college has continued to improve, change is occurring rapidly in higher education with increasing demands placed on flexibility and responsiveness.

Several continuing and emerging areas require our attention:

- Decision-making around Distance Learning and evaluation of instruction that originates off-campus
- More opportunities, especially for classified staff, to discuss and/or gain information about ethics policies
- Academic freedom
- Presentation of accurate schedule information on the Web

In response to these concerns, the college has initiated the following:

- A joint (administrative-faculty) district committee to make policy concerning Distance Learning; this committee was negotiated in 1999 and began meeting in 2000.
- Updating the college webpages through the webmaster instructional program

Other actions under consideration include:

- Distribution of a copy of the policies to all employees/constituent groups at the same time each year
- Providing employees with information about who on campus they can address questions to and establishing ways of updating and providing information through campus communication systems
- A workshop for faculty and administrators exploring the nature, purpose, and condition of academic freedom at the college

Standard IX

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